**Benchmark 1, Volume 1, Optional Template**

***Disclaimer:*** *This is an* ***optional*** *template for planning and writing purposes; not a required format. Programs are encouraged to craft a benchmark document that clearly responds to the EPAS. The purpose of this template is to assist programs with the structuring/outlining the document; not to provide content. Programs are solely responsible for documenting compliance with the EPAS.* ***Always*** *check the CSWE website as this template may be periodically updated. The date in this disclaimer will reflect the most current version.*

**Version 7.23.21**

***Accreditation Standard 3.2.1 -* Updated Faculty Summary Form**

[All red “help text” throughout this template is meant for informational purposes only and should be deleted from your document prior to submission]

[Refer to section *1.2.11. Document Submission Policy* in the [EPAS Handbook](https://www.cswe.org/Accreditation/Standards-and-Policies/EPAS-Handbook) for detailed formatting and submission requirements]

Institution/Program Logo (optional)

**Benchmark 1, Volume 1**

**Narrative Responses to the Accreditation Standards**

**Includes all Required Forms, Matrices, and Supporting Documentation to Demonstrate Compliance**

|  |  |
| --- | --- |
| Institution Name: |  |
| Program Level: | [Baccalaureate or Master’s] |
| Program Options:  [defined on pg. 22 of the EPAS] | [online]  [city, state, country]  [city, state, country]  [repeat for each program option] |
| Primary Contact Name/Credentials:  [should match CSWE records; review [Directory of Accredited Programs](https://www.cswe.org/Accreditation/Directory-of-Accredited-Programs.aspx) for accuracy] |  |
| Primary Contact Title: |  |
| Primary Contact Email: |  |
| EPAS: | 2015 |
| Date Submitted to CSWE’s COA: |  |

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*[The table below is formatted to allow you to update page numbers as you craft your document. Learn more about using the “Headings” function to format your document and create an automatic table of contents. In Microsoft Word, update the table by selecting the “References” tab “Table of Contents” section > “Update Table” button. Work with your IT department if you need assistance with the table of contents features in Microsoft Word. Alternatively, a manual table of contents may be used.]*

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**Enclosed Separately:**

Volume 2……Course Syllabi for Required Courses Identified on Curriculum Matrix(ices)

Volume 3…………………………………..Student Handbook and Field Education Manual

[Provide a narrative response to each accreditation standard, addressing all compliance statements. Suggested subheadings have been provided to assist with responding to each element/component of the standard. For optimal use of this template, use in conjunction with the *2015 EPAS Interpretation Guide*. The guide can be found on the CSWE Website: [https://www.cswe.org/Accreditation](https://www.cswe.org/Accreditation%20) > Resources]

**COMPLIANCE STANDARDS:**

# Accreditation Standard 1.0 — Program Mission and Goals

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

|  |
| --- |
| 1. Compliance Statement: Narrative provides the program’s mission statement. |

[**TYPE HERE!** Throughout this template, your narrative response and any materials directly supporting compliance should be typed / inserted underneath each compliance statement box; rather than the accreditation standard box.]

**Program’s Mission Statement:**

*[Insert baccalaureate or master’s program-level mission statement here]*

|  |
| --- |
| 1. Compliance Statement: Narrative explains how the program’s mission statement is consistent with the profession’s purpose and values. |

**Profession’s Purpose:**

*“The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally.” (pg. 5, 2015 EPAS)*

**Profession’s Values:**

*“Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession’s commitment to respect for all people and the quest for social and economic justice.”* *(EP 1.0, 2015 EPAS)*

|  |  |
| --- | --- |
| **Components of the Profession’s**  **Purpose & Values** | **Components of the Program’s Mission Statement**  *[Identify and discuss specifically how the program’s mission statement is consistent with each component]* |
| Person-in-environment framework |  |
| Global perspective |  |
| Respect for human diversity |  |
| Knowledge based on scientific inquiry |  |
| Quest for social and economic justice |  |
| Prevention of conditions that limit human rights |  |
| Elimination of poverty |  |
| Enhancement of the quality of life for all persons, locally and globally |  |
| Valuing service |  |
| Valuing social justice |  |
| Valuing dignity and worth of the person |  |
| Valuing importance of human relationships |  |
| Valuing integrity |  |
| Valuing competence |  |
| Valuing human rights |  |
| Valuing scientific inquiry |  |

|  |
| --- |
| 1. Compliance Statement: The narrative should discuss any ways in which the program option mission differs from the on-campus program (if applicable). |

**Program Options:**

[The program is required to explicitly address each program option in response to each standard. The program may state “The response to this standard applies to all program options”. However, the program must be cognizant of where its compliance plan differs per program option. Program context, field education, diversity in the implicit curriculum, student development, resources, etc. may differ per program option.]

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

|  |
| --- |
| Accreditation Standard 1.0.2:The program explains how its mission is consistent with the institutional mission and the program’s context across all program options. |

|  |
| --- |
| 1. Compliance Statement: Narrative explains how the program’s mission is consistent with the institutional mission. |

**Institutional Mission:**

**Explanation of Consistency of Program’s Mission with the Institutional Mission:**

|  |  |
| --- | --- |
| **Components of the Institutional Mission** | **Components of the Program’s Mission Statement**  *[Identify and discuss specifically how the program’s mission statement is consistent with components of the institutional mission]* |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
| *[Insert or delete additional rows as needed]* |  |

|  |
| --- |
| 1. Compliance Statement: Narrative explains how the program’s mission is consistent with the program’s context across all program options. |

**Program’s Context:**

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

*regional, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education, practice, and research.” (EP 1.0, 2015 EPAS)*

|  |
| --- |
| 1. Compliance Statement: The narrative should discuss any ways in which the program option mission differs from the on-campus program (if applicable). |

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

**Explanation of Consistency of Program’s Mission with the Program’s Context for the [Location/Delivery Method] Program Option:**

*[Repeat subheading & provide a separate context narrative for each program option]*

|  |
| --- |
| Accreditation Standard 1.0.3:The program identifies its goals and demonstrates how they are derived from the program’s mission. |

|  |
| --- |
| 1. Compliance Statement: Narrative identifies the program’s goals. |

|  |
| --- |
| 1. Compliance Statement: Narrative demonstrates how the program’s goals are derived from the program’s mission. |

|  |  |
| --- | --- |
| **Program’s Goals**  *[List baccalaureate or master’s program-level goals here]* | **Components of the Program’s Mission**  *[Identify and discuss specifically how each goal is derived from the program’s mission]* |
| 1. The program… |  |
| 1. The program… |  |
| 1. The program… |  |
|  |  |
|  |  |
| *[Insert or delete additional rows as needed; there is not a minimum number of goals required]* |  |

|  |
| --- |
| 1. Compliance Statement: The narrative should discuss goals for all program options (if different from one option to the other) and demonstrate how they are derived from the program’s mission. |

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

# Accreditation Standard B2.0 — Generalist Practice

*[AS B2.0 is applicable to baccalaureate programs only; master’s programs may remove this section]*

|  |
| --- |
| Accreditation Standard B2.0.1:The program explains how its mission and goals are consistent with generalist practice as defined in **EP 2.0.** |

|  |
| --- |
| 1. Compliance Statement: Narrative explains how the program’s mission is consistent with generalist practice. |

|  |
| --- |
| 1. Compliance Statement: Narrative explains how the program’s goals are consistent with generalist practice. |

**Generalist Practice Definition:**

*“Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.” (EP 2.0, 2015 EPAS)*

|  |  |  |
| --- | --- | --- |
| **Component of the Generalist Practice Definition** | **Components of the Program’s Mission**  *[Identify and discuss specifically how the program’s mission is consistent with each component]* | **Components of the Program’s Goals**  *[Identify and discuss specifically how the program’s goals are consistent with each component]* |
| Grounded in the liberal arts |  |  |
| Person-in-environment framework |  |  |
| Promote human and social well-being |  |  |
| Range of prevention and intervention methods |  |  |
| Practice with diverse individuals, families, groups, organizations, and communities |  |  |
| Scientific inquiry and best practices |  |  |
| Practitioner identifies with the social work profession |  |  |
| Applies ethical principles |  |  |
| Critical thinking |  |  |
| Practice at the micro, mezzo, and macro levels |  |  |
| Engage diversity in practice |  |  |
| Advocate for human rights and social and economic justice |  |  |
| Recognize, support, and build on the strengths and resiliency of all human beings |  |  |
| Engage in research-informed practice |  |  |
| Proactive in responding to the impact of context on professional practice |  |  |

|  |
| --- |
| 1. Compliance Statement: If program options have different missions and/or goals, discuss for each program option. |

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

|  |
| --- |
| Accreditation Standard B2.0.2:The program provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field. |

|  |
| --- |
| 1. Compliance Statement: Narrative provides a rationale for the program’s formal curriculum design across all program options. |

*[Explain rationale for formal curriculum design]*

|  |
| --- |
| 1. Compliance Statement: Narrative explains how the program’s curriculum design is used to develop a coherent and integrated curriculum for both classroom **and** field across all program options. |

**Integration Between Classroom and Field:**

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

# Accreditation Standard M2.0 — Generalist Practice

*[AS M2.0 is applicable to master’s programs only; baccalaureate programs may remove this section]*

|  |
| --- |
| Accreditation Standard M2.0.1:The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0. |

|  |
| --- |
| 1. Compliance Statement: Narrative explains how the program’s mission is consistent with generalist practice. |

|  |
| --- |
| 1. Compliance Statement: Narrative explains how the program’s goals are consistent with generalist practice. |

**Generalist Practice Definition:**

*“Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.” (EP 2.0, 2015 EPAS)*

|  |  |  |
| --- | --- | --- |
| **Component of the Generalist Practice Definition** | **Components of the Program’s Mission**  *[Identify and discuss specifically how the program’s mission is consistent with each component]* | **Components of the Program’s Goals**  *[Identify and discuss specifically how the program’s goals are consistent with each component]* |
| Grounded in the liberal arts |  |  |
| Person-in-environment framework |  |  |
| Promote human and social well-being |  |  |
| Range of prevention and intervention methods |  |  |
| Practice with diverse individuals, families, groups, organizations, and communities |  |  |
| Scientific inquiry and best practices |  |  |
| Practitioner identifies with the social work profession |  |  |
| Applies ethical principles |  |  |
| Critical thinking |  |  |
| Practice at the micro, mezzo, and macro levels |  |  |
| Engage diversity in practice |  |  |
| Advocate for human rights and social and economic justice |  |  |
| Recognize, support, and build on the strengths and resiliency of all human beings |  |  |
| Engage in research-informed practice |  |  |
| Proactive in responding to the impact of context on professional practice |  |  |

|  |
| --- |
| 1. Compliance Statement: If program options have different missions and/or goals, discuss for each program option. |

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

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

|  |
| --- |
| 1. Compliance Statement: Narrative provides a rationale for the program’s formal curriculum design for generalist practice across all program options. |

*[Explain rationale for formal curriculum design]*

|  |
| --- |
| 1. Compliance Statement: Narrative explains how the program’s curriculum design for generalist practice is used to develop a coherent and integrated curriculum for both classroom **and** field across all program options. |

**Integration Between Classroom and Field:**

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

# Accreditation Standard M2.1 — Specialized Practice

*[AS M2.1 is applicable to master’s programs only; baccalaureate programs may remove this section]*

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

|  |
| --- |
| 1. Compliance Statement: Narrative identifies the program’s area(s) of specialized practice across all program options. |

**Area of Specialized Practice #1: [Specialization Name]**

*[Repeat subheading & provide a separate narrative for each specialization]*

|  |
| --- |
| 1. Compliance Statement: Narrative demonstrates how the program’s areas of specialized practice build on generalist practice across all program options. |

**Area of Specialized Practice #1: [Specialization Name]**

*[Repeat subheading & provide a separate narrative for each specialization]*

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

|  |
| --- |
| Accreditation Standard M2.1.2:The program provides a rationale for its formal curriculum design for specialized practice demonstrating how the design is used to develop a coherent and integrated curriculum for both classroom and field. |

|  |
| --- |
| 1. Compliance Statement: Narrative provides a rationale for the program’s formal curriculum design for specialized practice across all program options. |

**Area of Specialized Practice #1: [Specialization Name]**

*[Repeat subheading & provide a separate narrative for each specialization]*

|  |
| --- |
| 1. Compliance Statement: Narrative explains how the program’s curriculum design for specialized practice is used to develop a coherent and integrated curriculum for both classroom **and** field across all program options. |

**Integration Between Classroom & Field for [Specialization Name]:**

*[Repeat subheading & provide a separate narrative for each specialization]*

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

|  |
| --- |
| Accreditation Standard M2.1.3:The program describes how its area(s) of specialized practice extend and enhance the nine Social Work Competencies (and any additional competencies developed by the program) to prepare students for practice in the area(s) of specialization. |

|  |
| --- |
| 1. Compliance Statement: Narrative describes how each of the program’s areas of specialization extend and enhance each of the nine competencies (and any additional competencies developed by the program) to prepare students for practice in the area(s) of specialization across all program options. |

**Area of Specialized Practice #1: [Specialization Name]**

*[Repeat subheading & provide a separate narrative for each area of specialized practice]*

**Competency 1: Demonstrate Ethical and Professional Behavior**

*Provide paragraph describing the four dimensions of the competency for specialized practice (to be covered in the curriculum).*

* *Provide bulleted specialized behaviors, observable components, to operationalize the competency for real or simulated practice settings (e.g., field education).*

**Competency 2: Engage Diversity and Difference in Practice**

*Provide paragraph describing the four dimensions of the competency for specialized practice (to be covered in the curriculum).*

* *Provide bulleted specialized behaviors, observable components, to operationalize the competency for real or simulated practice settings (e.g., field education).*

**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

*Provide paragraph describing the four dimensions of the competency for specialized practice (to be covered in the curriculum).*

* *Provide bulleted specialized behaviors, observable components, to operationalize the competency for real or simulated practice settings (e.g., field education).*

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

*Provide paragraph describing the four dimensions of the competency for specialized practice (to be covered in the curriculum).*

* *Provide bulleted specialized behaviors, observable components, to operationalize the competency for real or simulated practice settings (e.g., field education).*

**Competency 5: Engage in Policy Practice**

*Provide paragraph describing the four dimensions of the competency for specialized practice (to be covered in the curriculum).*

* *Provide bulleted specialized behaviors, observable components, to operationalize the competency for real or simulated practice settings (e.g., field education).*

**Competency 6: Engage with [Individuals, Families, Groups, Organizations, and or Communities selected by the program and relevant to the specialization]**

*Provide paragraph describing the four dimensions of the competency for specialized practice (to be covered in the curriculum).*

* *Provide bulleted specialized behaviors, observable components, to operationalize the competency for real or simulated practice settings (e.g., field education).*

**Competency 7: Assess [Individuals, Families, Groups, Organizations, and or Communities selected by the program and relevant to the specialization]**

*Provide paragraph describing the four dimensions of the competency for specialized practice (to be covered in the curriculum).*

* *Provide bulleted specialized behaviors, observable components, to operationalize the competency for real or simulated practice settings (e.g., field education).*

**Competency 8: Intervene with [Individuals, Families, Groups, Organizations, and or Communities selected by the program and relevant to the specialization]**

*Provide paragraph describing the four dimensions of the competency for specialized practice (to be covered in the curriculum).*

* *Provide bulleted specialized behaviors, observable components, to operationalize the competency for real or simulated practice settings (e.g., field education).*

**Competency 9: Evaluate Practice with [Individuals, Families, Groups, Organizations, and or Communities selected by the program and relevant to the specialization]**

*Provide paragraph describing the four dimensions of the competency for specialized practice (to be covered in the curriculum).*

* *Provide bulleted specialized behaviors, observable components, to operationalize the competency for real or simulated practice settings (e.g., field education).*

**Competency #: [Repeat for each dditional competency added by the program, if applicable]**

*Provide paragraph describing the four dimensions of the competency for specialized practice (to be covered in the curriculum).*

* *Provide bulleted specialized behaviors, observable components, to operationalize the competency for real or simulated practice settings (e.g., field education).*

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

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

**Admissions**

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

*[Applicable to baccalaureate programs only; master’s programs may remove this standard]*

|  |
| --- |
| 1. Compliance Statement: Narrative identifies the criteria the program uses for admission to the social work program across all program options. |

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

|  |
| --- |
| Accreditation Standard M3.1.1:The program identifies the criteria it uses for admission to the social work program. The criteria for admission to the master’s program must include an earned baccalaureate degree from a college or university accredited by a recognized regional accrediting association. Baccalaureate social work graduates entering master’s social work programs are not to repeat what has been achieved in their baccalaureate social work programs. |

*[Applicable to master’s programs only; baccalaureate programs may remove this standard]*

|  |
| --- |
| 1. Compliance Statement: Narrative identifies the criteria the program uses for admission to the social work program across all program options. |

|  |
| --- |
| 1. Compliance Statement: Narrative demonstrates the criteria for admission to the master’s program include an earned baccalaureate degree from a college or university accredited by a recognized regional accrediting association across all program options. [includes degrees recognized through CSWE’s International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors] |

|  |
| --- |
| 1. Compliance Statement: Narrative demonstrates that baccalaureate social work graduates entering master’s social work programs are not to repeat what has been achieved in their baccalaureate social work programs across all program options. |

**Process for Ensuring Baccalaureate Social Work Graduates Do Not Repeat Previous Achievements:**

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

|  |
| --- |
| Accreditation Standard 3.1.2:The program describes the policies and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission. |

|  |
| --- |
| 1. Compliance Statement: Narrative describes the policies and procedures for **evaluating admission applications** across all program options. |

**Policies:**

**Procedures:**

|  |
| --- |
| 1. Compliance Statement: Narrative describes the policies and procedures for **notifying applicants** of the admission decision across all program options. |

**Policies:**

**Procedures:**

|  |
| --- |
| 1. Compliance Statement: Narrative describes the policies and procedures for **notifying applicants of any contingent conditions** associated with admission across all program options. |

**Policies:**

**Procedures:**

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

|  |
| --- |
| Accreditation Standard M3.1.3:The program describes the policies and procedures used for awarding advanced standing. The program indicates that advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, recognized through its International Social Work Degree Recognition and Evaluation Services, or covered under a memorandum of understanding with international social work accreditors. |

*[Applicable to master’s programs only; baccalaureate programs may remove this standard]*

|  |
| --- |
| 1. Compliance Statement: Narrative describes the policies and procedures used for awarding advanced standing across all program options. |

**Policies:**

**Procedures:**

|  |
| --- |
| 1. Compliance Statement: Narrative indicates that advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, those recognized through its International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors across all program options. |

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

|  |
| --- |
| Accreditation Standard 3.1.4:The program describes its policies and procedures concerning the transfer of credits. |

|  |
| --- |
| 1. Compliance Statement: Narrative describes the program’s policies and procedures concerning the transfer of credits across all program options. |

**Policies:**

**Procedures:**

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

|  |
| --- |
| Accreditation Standard 3.1.5:The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy. |

|  |
| --- |
| 1. Compliance Statement: Narrative submits the program’s written policy indicating that it does not grant social work course credit for life experience or previous work experience across all program options. |

|  |
| --- |
| 1. Compliance Statement: Narrative documents how the program informs applicants and other constituents of this policy across all program options. |

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

# Accreditation Standard 3.2 — Faculty

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

|  |
| --- |
| 1. Compliance Statement: The program submits a complete faculty summary form and uniform faculty data forms (CVs) for each full- or part-time faculty member teaching in the current academic year inclusive of faculty across all program options. |

*[Embed required Faculty Summary Form here]*

*[Repeat required Faculty Data Form (CV) for each full- and part-time faculty member inclusive of all ranks such as tenure, tenure-track, adjunct, lecturer, etc.]*

*[To access the required Faculty Summary and Faculty Data Forms on the CSWE Website go to* [*https://www.cswe.org/Accreditation/Accreditation-Process*](https://www.cswe.org/Accreditation/Accreditation-Process) *> Candidacy> Benchmark I]*

**Faculty Summary Form**

**Council on Social Work Education Commission on Accreditation (COA)**

**Directions:** Provide the information requested below for all faculty employed in full- and part-time positions inclusive of all program options. All program information and operations should be **current at the time of submission** of the accreditation document.Duplicate and expand the chart below, as needed.

This form is used to assist the COA in the evaluation of the program’s compliance with the following *Accreditation Standard*s:

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

***3.2.2*** *The program documents that faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least 2 years of post–master’s social work degree practice experience.*

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

***M3.2.4*** *The master's social work program identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree, preferably in social work.*

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Name of Each Full- and Part-time Faculty Member** | **Title of Faculty Member** | **Full-time Faculty Member?**  **(Per AS B/M3.2.4)** | **Degree from CSWE-Accredited Master’s Program1?**  **(Per AS 3.2.1 and AS 3.2.2)** | **Doctoral Degree?**  **(Per AS 3.2.1 and AS M3.2.4)** | **Number of Years of Post-MSW Social Work Practice Experience2**  **(Per AS 3.2.2)** | **Teaching Practice Courses3?**  **(Per AS 3.2.2)** | **Number of Years of Service to the Social Work Program**  **(Per AS 3.2.1)** | **Percentage of Time Assigned to Program4**  **(Per AS B/M3.2.4)** | |
| **Baccalaureate** | **Master’s** |
|  |  | Yes  No | Yes  No | Yes  No |  | Yes  No |  | % | % |
|  |  | Yes  No | Yes  No | Yes  No |  | Yes  No |  | % | % |
|  |  | Yes  No | Yes  No | Yes  No |  | Yes  No |  | % | % |
|  |  | Yes  No | Yes  No | Yes  No |  | Yes  No |  | % | % |
|  | | | | | | | | Total FTE5: | Total FTE5: |

1 This includes 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.

2 The minimum requirement of two (2) years of post-master’s social work practice experience is calculated in relation to the total number of hours of full-time and equivalent professional practice experience. Social work practice experience is defined as providing social work services to individuals, families, groups, organizations, or communities. Social work services can include work in professional social work auspices under the supervision of professional social work supervisors, volunteer practice experience in a social service agency and paid experience as a consultant in the areas of the individual’s practice expertise (pg. 22, [2015 EPAS](https://www.cswe.org/getattachment/Accreditation/Standards-and-Policies/2015-EPAS/2015EPASandGlossary.pdf.aspx)).

3 It is within the purview of the program to define and identify which courses they consider to be social work practice courses.

4 If the faculty member is part-time, identify the percent of a full-time workload assigned to the program, based on your institution’s workload policy. Workload polices may differ by rank or title. If the program has both a baccalaureate and master’s program, include the faculty member’s time assigned to each program.

5 While these columns require percentages to determine each faculty member’s assigned time to each program level, the total full-time equivalent (FTE) at the bottom of each column should be presented as a number (#) rather than a percentage (%). At the program’s discretion, this FTE calculation may be used to support compliance with AS 3.2.3, as the institution’s faculty workload policy is commonly used to calculate the full-time equivalent (FTE) faculty-to-student ratio. However, programs may use any calculation or formula as long as the program clearly explains the calculation method.

**Faculty Data Forms (CVs)**

Submit one *curriculum vitae* form for each faculty using the format below. Provide the information requested below for all faculty employed in full-time and part-time positions *within the past academic year*.

**REQUIRED *CURRICULUM VITAE* FORMAT:**

1. Name of faculty member

2. Degree information

|  |  |
| --- | --- |
| Degree |  |
| Institution Granting Degree |  |
| Major |  |
| Date Awarded (month/year) |  |

\*Please copy table for each degree awarded.

**3.** Academic appointments

|  |  |
| --- | --- |
| Employing academic institution |  |
| Title |  |
| City and state |  |
| Start date (month/year) |  |
| End date (month/year) |  |

\*Please copy table for each degree awarded.

4. Professional post–baccalaureate and post–master’s social work experience

|  |  |
| --- | --- |
| Employer |  |
| Position |  |
| City and state |  |
| Start date (month/year) |  |
| End date (month/year) |  |

\*Please copy table for each professional experience.

5. List your current professional, academic, community-related, and scientific memberships.

6. List your community service responsibilities and activities for the last 3 years.

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.

8. List your professional presentations presented during the last 5 years.

9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.

10. Include any other relevant information below.

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

|  |
| --- |
| Accreditation Standard 3.2.2:The program documents that faculty who teach social work practice courses have a master’s degree in social work from a CSWE-accredited program and at least 2 years of post–master’s social work degree practice experience. |

|  |
| --- |
| 1. Compliance Statement: Narrative identifies and documents that faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least 2 years of post–master’s social work degree practice experience across all program options. |

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

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

*[Applicable to baccalaureate programs only; master’s programs may remove this standard]*

|  |
| --- |
| 1. Compliance Statement: Narrative identifies the program has no fewer than two full-time faculty assigned to the social work program, whose principal assignment is to the baccalaureate program across all program options. |

|  |
| --- |
| 1. Compliance Statement: Narrative demonstrates that the majority of the total full-time baccalaureate social work program faculty has a master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred, across all program options. |

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

|  |
| --- |
| Accreditation Standard M3.2.4:The master’s social work program identifies no fewer than six full-time faculty with master’s degrees in social work from a CSWE-accredited program and whose principal assignment is to the master’s program. The majority of the full-time master’s social work program faculty has a master’s degree in social work and a doctoral degree, preferably in social work. (3 at BMI; 5 at BMII; 6 at Initial |

*[Applicable to master’s programs only; baccalaureate programs may remove this standard]*

|  |
| --- |
| 1. Compliance Statement: Narrative identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program across all program options. Note: Only three full-time faculty are required at this Benchmark. |

|  |
| --- |
| 1. Compliance Statement: Narrative demonstrates the majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree, preferably in social work, across all program options. |

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

# Accreditation Standard 3.3 — Administrative Structure

|  |
| --- |
| Accreditation Standard 3.3.4:The program identifies the social work program director. Institutions with accredited baccalaureate and master’s programs appoint a separate director for each. |

|  |
| --- |
| 1. Compliance Statement: Narrative identifies the social work program director inclusive of all program options. |

|  |
| --- |
| 1. Compliance Statement: In institutions with accredited baccalaureate and master’s programs, narrative demonstrates that a separate director is appointed to each program. |

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options. *[the program director is responsible for all program options; the program director does not differ per program option]*

Our response/compliance plan differs between program options in the following ways:

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

*[Applicable to baccalaureate programs only; master’s programs may remove this standard]*

|  |
| --- |
| 1. Compliance Statement: Narrative describes the baccalaureate program director’s leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work across all program options. |

**Teaching Experience:**

**Scholarship Experience:**

**Curricular Development Experience:**

**Administrative Experience:**

**Other Academic and Professional Experience:**

|  |
| --- |
| 1. Compliance Statement: Narrative documents that the director has a master’s degree in social work from a CSWE-accredited program with a doctoral degree in social work preferred. |

*[Embed documentation or refer readers to the CV located in response to AS 3.2.1]*

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options. *[the program director is responsible for all program options; the program director does not differ per program option]*

Our response/compliance plan differs between program options in the following ways:

|  |
| --- |
| Accreditation Standard B3.3.4(b):The program provides documentation that the director has a full-time appointment to the social work baccalaureate program. |

*[Applicable to baccalaureate programs only; master’s programs may remove this standard]*

|  |
| --- |
| 1. Compliance Statement: Narrative provides documentation that the director has a full-time appointment to the social work baccalaureate program inclusive of all program options. |

**Personnel Letter:**

*[Embed personnel letter here]*

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options. *[the program director is responsible for all program options; the program director does not differ per program option]*

Our response/compliance plan differs between program options in the following ways:

|  |
| --- |
| Accreditation Standard B3.3.4(c):The program describes the procedures for calculating the program director’s assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 25% assigned time is required at the baccalaureate level. The program discusses that this time is sufficient. |

*[Applicable to baccalaureate programs only; master’s programs may remove this standard]*

|  |
| --- |
| 1. Compliance Statement: Narrative describes the procedures for calculating the program director’s assigned time to provide educational and administrative leadership to the program inclusive of all program options. |

|  |
| --- |
| 1. Compliance Statement: Narrative demonstrates a minimum of 25% of assigned time is provided to carry out the administrative functions specific to responsibilities of the social work program inclusive of all program options. |

|  |
| --- |
| 1. Compliance Statement: Narrative discusses that this time is sufficient for each program option. |

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options. *[the program director is responsible for all program options; the program director does not differ per program option]*

Our response/compliance plan differs between program options in the following ways:

|  |
| --- |
| Accreditation Standard M3.3.4(a):The program describes the master’s program director’s leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master’s degree in social work from a CSWE-accredited program. In addition, it is preferred that the master’s program director have a doctoral degree, preferably in social work. |

*[Applicable to master’s programs only; baccalaureate programs may remove this standard]*

|  |
| --- |
| 1. Compliance Statement: Narrative describes the master’s program director’s leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work across all program options. |

**Teaching Experience:**

**Scholarship Experience:**

**Curricular Development Experience:**

**Administrative Experience:**

**Other Academic and Professional Experience:**

|  |
| --- |
| 1. Compliance Statement: Narrative documents that the director has a master’s degree in social work from a CSWE-accredited program. |

*[Embed documentation or refer readers to the CV located in response to AS 3.2.1]*

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options. *[the program director is responsible for all program options; the program director does not differ per program option]*

Our response/compliance plan differs between program options in the following ways:

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

*[Applicable to master’s programs only; baccalaureate programs may remove this standard]*

|  |
| --- |
| 1. Compliance Statement: Narrative provides documentation that the director has a full-time appointment to the social work master’s program inclusive of all program options. |

**Personnel Letter:**

*[Embed personnel letter here]*

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options. *[the program director is responsible for all program options; the program director does not differ per program option]*

Our response/compliance plan differs between program options in the following ways:

|  |
| --- |
| Accreditation Standard M3.3.4(c):The program describes the procedures for determining the program director’s assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 50% assigned time is required at the master’s level. The program demonstrates this time is sufficient. |

*[Applicable to master’s programs only; baccalaureate programs may remove this standard]*

|  |
| --- |
| 1. Compliance Statement: Narrative describes the procedures for determining the program director’s assigned time to provide educational and administrative leadership to the program inclusive of all program options. |

|  |
| --- |
| 1. Compliance Statement: Narrative demonstrates a minimum of 50% of assigned time is provided to carry out the administrative functions specific to responsibilities of the social work program inclusive of all program options.. |

|  |
| --- |
| 1. Compliance Statement: Narrative discusses that this time is sufficient for each program option. |

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options. *[the program director is responsible for all program options; the program director does not differ per program option]*

Our response/compliance plan differs between program options in the following ways:

|  |
| --- |
| Accreditation Standard 3.3.5:The program identifies the field education director. |

|  |
| --- |
| 1. Compliance Statement: Narrative identifies the social work field education director inclusive of all program options. |

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options. *[the field director is responsible for all program options; the field director does not differ per program option]*

Our response/compliance plan differs between program options in the following ways:

|  |
| --- |
| Accreditation Standard 3.3.5(a):The program describes the field director’s ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work. |

|  |
| --- |
| 1. Compliance Statement: Narrative describes the field director’s ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work. |

**Practice Experience:**

**Field Instruction Experience:**

**Administrative Experience:**

**Other Academic and Professional Experience:**

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options. *[the field director is responsible for all program options; the field director does not differ per program option]*

Our response/compliance plan differs between program options in the following ways:

|  |
| --- |
| Accreditation Standard B3.3.5(b):The program documents that the field education director has a master’s degree in social work from a CSWE-accredited program and at least 2 years of post-baccalaureate or post-master’s social work degree practice experience. |

*[Applicable to baccalaureate programs only; master’s programs may remove this standard]*

|  |
| --- |
| 1. Compliance Statement: Narrative documents that the field education director has a master’s degree in social work from a CSWE-accredited program and at least 2 years of post-baccalaureate or post-master's social work degree practice experience. |

*[Embed documentation or refer readers to the CV located in response to AS 3.2.1]*

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options. *[the field director is responsible for all program options; the field director does not differ per program option]*

Our response/compliance plan differs between program options in the following ways:

|  |
| --- |
| Accreditation Standard M3.3.5(b):The program documents that the field education director has a master’s degree in social work from a CSWE-accredited program and at least 2 years of post-master’s social work degree practice experience. |

*[Applicable to master’s programs only; baccalaureate programs may remove this standard]*

|  |
| --- |
| 1. Compliance Statement: Narrative documents that the field education director has a master’s degree in social work from a CSWE-accredited program and at least 2 years of post-master's social work degree practice experience. |

*[Embed documentation or refer readers to the CV located in response to AS 3.2.1]*

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options. *[the field director is responsible for all program options; the field director does not differ per program option]*

Our response/compliance plan differs between program options in the following ways:

|  |
| --- |
| Accreditation Standard B3.3.5(c):The program describes the procedures for calculating the field director’s assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program, at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient. |

*[Applicable to baccalaureate programs only; master’s programs may remove this standard]*

|  |
| --- |
| 1. Compliance Statement: Narrative describes the procedures for determining the field director’s assigned time to provide educational and administrative leadership for field education inclusive of all program options. |

|  |
| --- |
| 1. Compliance Statement: Narrative demonstrates a minimum of 25% of assigned time is provided to carry out the administrative functions specific to responsibilities of the field education program inclusive of all program options. |

|  |
| --- |
| 1. Compliance Statement: Narrative discusses that this time is sufficient for each program option. |

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options. *[the field director is responsible for all program options; the field director does not differ per program option]*

Our response/compliance plan differs between program options in the following ways:

|  |
| --- |
| Accreditation Standard M3.3.5(c):The program describes the procedures for calculating the field director’s assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program at least 50% assigned time is required for master’s programs. The program demonstrates this time is sufficient. |

*[Applicable to master’s programs only; baccalaureate programs may remove this standard]*

|  |
| --- |
| 1. Compliance Statement: Narrative describes the procedures for determining the field director’s assigned time to provide educational and administrative leadership for field education inclusive of all program options. |

|  |
| --- |
| 1. Compliance Statement: Narrative demonstrates a minimum of 50% of assigned time is provided to carry out the administrative functions specific to responsibilities of the field education program inclusive of all program options.. |

|  |
| --- |
| 1. Compliance Statement: Narrative discusses that this time is sufficient for each program option |

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options. *[the field director is responsible for all program options; the field director does not differ per program option]*

Our response/compliance plan differs between program options in the following ways:

# Accreditation Standard 3.4 — Resources

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

|  |
| --- |
| 1. Compliance Statement: Narrative describes the procedures for budget development and administration the program uses to achieve its mission and goals across all program options. |

|  |
| --- |
| 1. Compliance Statement: Narrative includes a completed budget form for all program options. |

*[Embed required Budget Form here]*

*[To view the Budget Form on the CSWE Website go to* [*https://www.cswe.org/Accreditation/Accreditation-Process*](https://www.cswe.org/Accreditation/Accreditation-Process) *> Candidacy>Benchmark I]*

**Program Expense Budget**

**Council on Social Work Education**

**Commission on Accreditation**

**2015 EPAS**

This form is used to evaluate a program’s compliance with Accreditation Standard (AS) 3.4.1.

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **AS 3.4.1**  The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits a completed budget form and explains how its financial resources are sufficient and stable to achieve its mission and goals. | | | | | | | | | | | |
| Provide all of the information requested below. If accredited baccalaureate and master’s programs are being reviewed at the same time, use one form for each program. | | | | | | | | | | | |
| Type of Program: |  | | Baccalaureate | | |  | | Master’s | |  | |
|  | | | | | | | | | | | |
| **Program**  **Expenses** | | **Previous Year**  **20\_\_\_** | | | **Current Year**  **20\_\_\_** | | | | **Next Year**  **20\_\_\_** | | |
|  | | **Dollar Amount** | | **% Hard Money** | **Dollar Amount** | | **% Hard Money** | | **Dollar Amount** | | **% Hard Money** |
| Faculty &  Administrators | |  | |  |  | |  | |  | |  |
| Support Staff | |  | |  |  | |  | |  | |  |
| Temporary or Adjunct Faculty & Field Staff | |  | |  |  | |  | |  | |  |
| Fringe | |  | |  |  | |  | |  | |  |
| Supplies & Services | |  | |  |  | |  | |  | |  |
| Travel | |  | |  |  | |  | |  | |  |
| Student  Financial Aid | |  | |  |  | |  | |  | |  |
| Technological Resources | |  | |  |  | |  | |  | |  |
| Other (Specify) | |  | |  |  | |  | |  | |  |
| **TOTAL** | |  | | ------- |  | | ------- | |  | | ------- |

|  |
| --- |
| 1. Compliance Statement: Narrative explains how the program’s financial resources are sufficient and stable to achieve its mission and goals for each program option. |

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

|  |
| --- |
| Accreditation Standard 3.4.3:The program demonstrates that it has sufficient support staff, other personnel, and technological resources to support all of its educational activities, mission and goals. |

|  |
| --- |
| 1. Compliance Statement: Narrative demonstrates that the program has sufficient support staff, other personnel, and technological resources to support all of its educational activities, mission and goals for each program option. |

**Description & Sufficiency of Support Staff and Other Personnel:**

**Description & Sufficiency of Technological Resources:**

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

[Provide a narrative response to each accreditation standard, addressing all compliance statements. Suggested subheadings have been provided to assist with responding to each element/component of the standard. For optimal use of this template, use in conjunction with the *2015 EPAS Interpretation Guide*. The guide can be found on the CSWE Website: [https://www.cswe.org/Accreditation](https://www.cswe.org/Accreditation%20) > Resources]

**DRAFT STANDARDS (Compliance at Benchmark II):**

# Accreditation Standard B2.0 – Curriculum

|  |
| --- |
| Accreditation Standard B2.0.3:The program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program. |

|  |
| --- |
| 1. Compliance Statement: Programs that add additional generalist-level competencies must provide the competency descriptive paragraph and corresponding behaviors in a narrative preceding the matrix (if applicable). |

**Additional Generalist Competency: [Competency Name]** *(If applicable)*

*Provide paragraph describing the four dimensions of the additional competency (to be covered in the curriculum).*

* *Provide bulleted behaviors, observable components, to operationalize the competency for real or simulated practice settings (e.g., field education).*

*[Repeat subheading & provide a separate narrative for each additional competency]*

|  |
| --- |
| 1. Compliance Statement: Program provides a matrix illustrating how the curriculum content implements the nine required social work competencies and any additional competencies added by the program across all program options. |

*[A sample curriculum matrix can be found on the CSWE Website:* [*https://www.cswe.org/Accreditation*](https://www.cswe.org/Accreditation) *> Resources]*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Generalist Practice Curriculum Matrix** | | | | | |
| **Competency** | **Course Number & Title**  *[Required courses only]* | **Generalist Course Content**  *[Provide the specific required content  from syllabi such as assignments, readings, in-class activities, etc.]* | **Dimension(s)**  ***(Knowledge, Values, Skills, Cognitive & Affective Processes)***  *[Include content related to each/all four dimensions for each competency]* | **Systems  Levels *(Individuals, Families, Groups, Organizations, Communities)***  *[Include content related to each/all five systems levels for competencies 6-9]* | **Page Number in Volume 2 *(Syllabi)* and/or Direct Link to Page of Syllabi**  *[Syllabi will be reviewed to verify consistency of content with curriculum matrix]* |
| **Competency 1: Demonstrate Ethical and Professional Behavior** |  |  | Knowledge  Values  Skills  Cognitive & Affective Processes |  |  |
| **Competency 2: Engage Diversity and Difference in Practice** |  |  | Knowledge  Values  Skills  Cognitive & Affective Processes |  |  |
| **Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice** |  |  | Knowledge  Values  Skills  Cognitive & Affective Processes |  |  |
| **Competency 4: Engage In Practice-informed Research and Research-informed Practice** |  |  | Knowledge  Values  Skills  Cognitive & Affective Processes |  |  |
| **Competency 5: Engage in Policy Practice** |  |  | Knowledge  Values  Skills  Cognitive & Affective Processes |  |  |
| **Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities** |  |  | Knowledge  Values  Skills  Cognitive & Affective Processes | Individuals  Families  Groups  Organizations  Communities |  |
| **Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities** |  |  | Knowledge  Values  Skills  Cognitive & Affective Processes | Individuals  Families  Groups  Organizations  Communities |  |
| **Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities** |  |  | Knowledge  Values  Skills  Cognitive & Affective Processes | Individuals  Families  Groups  Organizations  Communities |  |
| **Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities** |  |  | Knowledge  Values  Skills  Cognitive & Affective Processes | Individuals  Families  Groups  Organizations  Communities |  |
| *[Add rows for each competency added by the program, if applicable]* |  |  | Knowledge  Values  Skills  Cognitive & Affective Processes |  |  |

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

# Accreditation Standard M2.0 - Curriculum

|  |
| --- |
| Accreditation Standard M2.0.3:The program provides a matrix that illustrates how its generalist practice content implements the nine required social work competencies and any additional competencies added by the program. |

|  |
| --- |
| 1. Compliance Statement: Programs that add additional generalist-level competencies must provide the competency descriptive paragraph and corresponding behaviors in a narrative preceding the matrix (if applicable). |

**Additional Generalist Competency: [Competency Name]** *(If applicable)*

*Provide paragraph describing the four dimensions of the additional competency (to be covered in the curriculum).*

* *Provide bulleted behaviors, observable components, to operationalize the competency for real or simulated practice settings (e.g., field education).*

*[Repeat subheading & provide a separate narrative for each additional competency]*

|  |
| --- |
| 1. Compliance Statement: Program provides a matrix illustrating how the program’s generalist practice curriculum content implements the nine required social work competencies and any additional competencies added by the program across all program options. |

*[A sample curriculum matrix can be found on the CSWE Website:* [*https://www.cswe.org/Accreditation*](https://www.cswe.org/Accreditation) *> Resources]*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Generalist Practice Curriculum Matrix** | | | | | |
| **Competency** | **Course Number & Title**  *[Required courses only]* | **Generalist Course Content**  *[Provide the specific required content  from syllabi such as assignments, readings, in-class activities, etc.]* | **Dimension(s)**  ***(Knowledge, Values, Skills, Cognitive & Affective Processes)***  *[Include content related to each/all four dimensions for each competency]* | **Systems  Levels *(Individuals, Families, Groups, Organizations, Communities)***  *[Include content related to each/all five systems levels for competencies 6-9]* | **Page Number in Volume 2 *(Syllabi)* and/or Direct Link to Page of Syllabi**  *[Syllabi will be reviewed to verify consistency of content with curriculum matrix]* |
| **Competency 1: Demonstrate Ethical and Professional Behavior** |  |  | Knowledge  Values  Skills  Cognitive & Affective Processes |  |  |
| **Competency 2: Engage Diversity and Difference in Practice** |  |  | Knowledge  Values  Skills  Cognitive & Affective Processes |  |  |
| **Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice** |  |  | Knowledge  Values  Skills  Cognitive & Affective Processes |  |  |
| **Competency 4: Engage In Practice-informed Research and Research-informed Practice** |  |  | Knowledge  Values  Skills  Cognitive & Affective Processes |  |  |
| **Competency 5: Engage in Policy Practice** |  |  | Knowledge  Values  Skills  Cognitive & Affective Processes |  |  |
| **Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities** |  |  | Knowledge  Values  Skills  Cognitive & Affective Processes | Individuals  Families  Groups  Organizations  Communities |  |
| **Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities** |  |  | Knowledge  Values  Skills  Cognitive & Affective Processes | Individuals  Families  Groups  Organizations  Communities |  |
| **Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities** |  |  | Knowledge  Values  Skills  Cognitive & Affective Processes | Individuals  Families  Groups  Organizations  Communities |  |
| **Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities** |  |  | Knowledge  Values  Skills  Cognitive & Affective Processes | Individuals  Families  Groups  Organizations  Communities |  |
| *[Add rows for each competency added by the program, if applicable]* |  |  | Knowledge  Values  Skills  Cognitive & Affective Processes |  |  |

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

# Accreditation Standard M2.1 – Specialized Curriculum

|  |
| --- |
| Accreditation Standard M2.1.4:For each area of specialized practice, the program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program. |

|  |
| --- |
| 1. Compliance Statement: Program provides a matrix illustrating how the program’s specialized practice curriculum content implements the nine required social work competencies and any additional competencies added by the program across all program options. |

*[A sample curriculum matrix can be found on the CSWE Website:* [*https://www.cswe.org/Accreditation*](https://www.cswe.org/Accreditation) *> Resources]*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Area of Specialized Practice #1: [Name of Area of Specialized Practice]**  *[Provide a separate matrix for each area of specialized practice]* | | | | | |
| **Competency** | **Course Number & Title**  *[Required courses only]* | **Specialized Course Content**  *[Provide the specific required content  from syllabi such as assignments, readings, in-class activities, etc.]* | **Dimension(s)**  ***(Knowledge, Values, Skills, Cognitive & Affective Processes)***  *[Include content related to each/all four dimensions for each competency]* | **Systems  Levels *(Individuals, Families, Groups, Organizations, Communities)***  *[Include content related to each/all relevant systems level for competencies 6-9]* | **Page Number in Volume 2 *(Syllabi)* and/or direct link to page of syllabi**  *[Syllabi will be reviewed to verify consistency of content with curriculum matrix]* |
| **Competency 1: Demonstrate Ethical and Professional Behavior** |  |  | Knowledge  Values  Skills  Cognitive & Affective Processes |  |  |
| **Competency 2: Engage Diversity and Difference in Practice** |  |  | Knowledge  Values  Skills  Cognitive & Affective Processes |  |  |
| **Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice** |  |  | Knowledge  Values  Skills  Cognitive & Affective Processes |  |  |
| **Competency 4: Engage In Practice-informed Research and Research-informed Practice** |  |  | Knowledge  Values  Skills  Cognitive & Affective Processes |  |  |
| **Competency 5: Engage in Policy Practice** |  |  | Knowledge  Values  Skills  Cognitive & Affective Processes |  |  |
| **Competency 6: Engage with [Individuals, Families, Groups, Organizations, and/or Communities]** |  |  | Knowledge  Values  Skills  Cognitive & Affective Processes | Individuals  Families  Groups  Organizations  Communities  *[only need to include systems levels relevant to the area of specialized practice]* |  |
| **Competency 7: Assess [Individuals, Families, Groups, Organizations, and/or Communities]** |  |  | Knowledge  Values  Skills  Cognitive & Affective Processes | Individuals  Families  Groups  Organizations  Communities  *[only need to include systems levels relevant to the area of specialized practice]* |  |
| **Competency 8: Intervene with [Individuals, Families, Groups, Organizations, and/or Communities]** |  |  | Knowledge  Values  Skills  Cognitive & Affective Processes | Individuals  Families  Groups  Organizations  Communities  *[only need to include systems levels relevant to the area of specialized practice]* |  |
| **Competency 9: Evaluate Practice with [Individuals, Families, Groups, Organizations, and/or Communities]** |  |  | Knowledge  Values  Skills  Cognitive & Affective Processes | Individuals  Families  Groups  Organizations  Communities  *[only need to include systems levels relevant to the area of specialized practice]* |  |
| *[Add rows for each competency added by the program, if applicable]* |  |  | Knowledge  Values  Skills  Cognitive & Affective Processes |  |  |

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

# Accreditation Standard 2.2 — Field Education

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

|  |
| --- |
| 1. Compliance Statement: Narrative explains how the program’s field education program connects the theoretical and conceptual contributions of classroom and field across all program options. |

**Examples of Connecting Theories Between Classroom and Field:**

**Examples of Connecting Concepts Between Classroom and Field:**

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

|  |
| --- |
| Accreditation Standard B2.2.2: The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings. |

*[Applicable to baccalaureate programs only; master’s programs may remove this standard]*

|  |
| --- |
| 1. Compliance Statement: Narrative explains how the field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities across all program options. |

**Explanation of how the program ensures students have generalist opportunities to practice with each systems level (individuals, families, groups, organizations, and communities) in their field settings:**

|  |
| --- |
| 1. Compliance Statement: Narrative illustrates how these generalist practice opportunities are accomplished in field settings across all program options. |

|  |  |
| --- | --- |
| **Systems Level** | **Examples of Tasks, Roles, and/or Opportunities to Practice with Each Systems Level in Field Settings** |
| Individuals |  |
| Families |  |
| Groups |  |
| Organizations |  |
| Communities |  |

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

|  |
| --- |
| Accreditation Standard M2.2.2:The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings. |

*[Applicable to master’s programs only; baccalaureate programs may remove this standard]*

|  |
| --- |
| 1. Compliance Statement: Narrative explains how the field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities across all program options. |

**Explanation of how program ensures students have generalist opportunities to practice with each systems level (individuals, families, groups, organizations, and communities) in their field settings:**

|  |
| --- |
| 1. Compliance Statement: Narrative illustrates how these generalist practice opportunities are accomplished in field settings across all program options. |

|  |  |
| --- | --- |
| **Systems Level** | **Examples of Tasks, Roles, and/or Opportunities to Practice with Each Systems Level in Field Settings** |
| Individuals |  |
| Families |  |
| Groups |  |
| Organizations |  |
| Communities |  |

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

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

*[Applicable to master’s programs only; baccalaureate programs may remove this standard]*

|  |
| --- |
| 1. Compliance Statement: Narrative identifies how the program’s field education program provides specialized opportunities for students to demonstrate social work competencies within an area of specialized practice across all program options. |

**Area of Specialized Practice #1: [Specialization Name]**

**Explanation of how program ensures students have specialized opportunities to practice with each specialization relevant systems levels (individuals, families, groups, organizations, and/or communities) in their field settings:**

*[Repeat subheading & provide a separate narrative for each area of specialized practice]*

|  |
| --- |
| 1. Compliance Statement: Narrative illustrates how these specialized practice opportunities are accomplished in field settings across all program options. |

**Area of Specialized Practice #1: [Specialization Name]**

|  |  |
| --- | --- |
| **Systems Level**  *[Edit table to reflect systems levels relevant to specialization]* | **Examples of Tasks, Roles, and/or Opportunities to Practice with Relevant Systems Level in Field Settings** |
| Individuals *[if applicable]* |  |
| Families *[if applicable]* |  |
| Groups *[if applicable]* |  |
| Organizations *[if applicable]* |  |
| Communities *[if applicable]* |  |

*[Repeat subheading & provide a separate narrative for each area of specialized practice]*

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

|  |
| --- |
| Accreditation Standard 2.2.4: The program explains how students across all program options in its field education program demonstrate social work competencies through in-person contact with clients and constituencies. |

|  |
| --- |
| 1. Compliance Statement: Narrative explains how students across all program options in the program’s field education program demonstrate social work competencies through in-person contact with clients and constituencies. |

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

|  |
| --- |
| Accreditation Standard 2.2.5:The program describes how its field education program provides a minimum of 400 hours of field education for baccalaureate programs and a minimum of 900 hours for master’s programs. |

|  |
| --- |
| 1. Compliance Statement: Narrative describes how the program’s field education program provides a minimum of 400 hours of field education for baccalaureate programs across all program options. [For baccalaureate programs only, delete if not applicable] |

|  |
| --- |
| 1. Compliance Statement: Narrative describes how the program’s field education program provides a minimum of 900 hours for master's programs across all program options. [For master’s programs only, delete if not applicable] |

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

|  |
| --- |
| Accreditation Standard 2.2.6:The program provides its criteria for admission into field education and explains how its field education program admits only those students who have met the program’s specified criteria. |

|  |
| --- |
| 1. Compliance Statement: Narrative provides the program’s criteria for admission into field education across all program options. |

|  |
| --- |
| 1. Compliance Statement: Narrative explains how the program’s field education program admits only those students who have met the program's specified criteria across all program options. |

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

|  |
| --- |
| Accreditation Standard 2.2.7:The program describes how its field education program specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; supporting student safety; and evaluating student learning and field setting effectiveness congruent with the social work competencies. |

|  |
| --- |
| 1. Compliance Statement: Narrative describes how the program’s field education program specifies policies, criteria, and procedures for **selecting field settings** across all program options. |

**Policies:**

**Procedures:**

**Criteria:**

|  |
| --- |
| 1. Compliance Statement: Narrative describes how the program’s field education program specifies policies, criteria, and procedures for **placing and monitoring students** across all program options. |

**Placing Students**

**Policies:**

**Procedures:**

**Criteria:**

**Monitoring Students**

**Policies:**

**Procedures:**

**Criteria:**

|  |
| --- |
| 1. Compliance Statement: Narrative describes how the program’s field education program specifies policies, criteria, and procedures for **supporting student safety** across all program options |

**Policies:**

**Procedures:**

**Criteria:**

|  |
| --- |
| 1. Compliance Statement: Narrative describes how the program’s field education program specifies policies, criteria, and procedures for **evaluating student learning and field setting effectiveness** congruent with the social work competencies, including any additional competencies added by the program across all program options. |

**Evaluating Student Learning Congruent with the Social Work Competencies**

**Policies:**

**Procedures:**

**Criteria:**

**Evaluating Field Setting Effectiveness Congruent with the Social Work Competencies**

**Policies:**

**Procedures:**

**Criteria:**

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

*[Repeat subheadings in this standard & provide a separate narrative for each program option, if applicable]*

|  |
| --- |
| Accreditation Standard 2.2.8:The program describes how its field education program maintains contact with field settings across all program options. The program explains how on-site contact or other methods are used to monitor student learning and field setting effectiveness. |

|  |
| --- |
| 1. Compliance Statement: Narrative describes how the program’s field education program maintains contact with field settings across all program options. |

|  |
| --- |
| 1. Compliance Statement: Narrative explains how on-site contact or other methods are used to monitor student learning and field setting effectiveness across all program options. |

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

*[Repeat subheadings in this standard & provide a separate narrative for each program option, if applicable]*

|  |
| --- |
| Accreditation Standard B2.2.9:The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for baccalaureate students hold a baccalaureate or master’s degree in social work from a CSWE-accredited program and have 2 years post-social work degree practice experience in social work. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished. |

*[Applicable to baccalaureate programs only; master’s programs may remove this standard]*

|  |
| --- |
| 1. Compliance Statement: Narrative describes how the program’s field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies across all program options. |

**Required Field Instructor Credentials:**

|  |
| --- |
| 1. Compliance Statement: Narrative demonstrates that field instructors for baccalaureate students across all program options hold a baccalaureate or master's degree in social work from a CSWE-accredited program and have 2 years post-social work degree practice experience in social work. |

|  |
| --- |
| 1. Compliance Statement: Narrative demonstrates that for cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective across all program options. |

**Process for Reinforcing the Social Work Perspective with Students Placed at a Field Setting without a Credentialed Field Instructor:**

|  |
| --- |
| 1. Compliance Statement: Narrative describes how the social work perspective is reinforced across all program options. |

**Description of Reinforcement Process with Students:**

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

|  |
| --- |
| Accreditation Standard M2.2.9:The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for master’s students hold a master’s degree in social work from a CSWE-accredited program and have 2 years post-master’s social work practice experience. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished. |

*[Applicable to master’s programs only; baccalaureate programs may remove this standard]*

|  |
| --- |
| 1. Compliance Statement: Narrative describes how the program’s field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies across all program options. |

**Required Field Instructor Credentials:**

|  |
| --- |
| 1. Compliance Statement: Narrative demonstrates that field instructors for master’s students across all program options hold a master's degree in social work from a CSWE-accredited program and have 2 years post-master’s social work degree practice experience in social work. |

|  |
| --- |
| 1. Compliance Statement: Narrative demonstrates that for cases in which a field instructor does not hold a CSWE-accredited master’s social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective across all program options. |

**Process for Reinforcing the Social Work Perspective with Students Placed at a Field Setting without a Credentialed Field Instructor:**

|  |
| --- |
| 1. Compliance Statement: Narrative describes how the social work perspective is reinforced in such cases across all program options. |

**Description of Reinforcement Process with Students:**

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

|  |
| --- |
| Accreditation Standard 2.2.10:The program describes how its field education program provides orientation, field instruction training, and continuing dialog with field education settings and field instructors. |

|  |
| --- |
| 1. Compliance Statement: Narrative describes how the program’s field education program provides orientation, field instruction training, and continuing dialog with field education settings and field instructors across all program options. |

**Orientation:**

**Field Instruction Training:**

**Continuing Dialogue with Field Settings and Field Instructors:**

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

*[Repeat subheadings in this standard & provide a separate narrative for each program option, if applicable]*

|  |
| --- |
| Accreditation Standard 2.2.11:The program describes how its field education program develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student’s employment. |

|  |
| --- |
| 1. Compliance Statement: Narrative describes how the field education program develops policies regarding field placements in an organization in which the student is also employed across all program options. |

**Policy about Field Placements in Employment Settings:**

|  |
| --- |
| 1. Compliance Statement: Narrative describes how assignments and field education supervision are not the same as those of the student’s employment across all program options. |

**Ensuring Separate Assignments from Employment:**

**Ensuring Separate Supervision from Employment:**

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

# Accreditation Standard 3.0 — Diversity [Implicit Curriculum]

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

|  |
| --- |
| 1. Compliance Statement: Narrative describes the specific and continuous efforts the program makes to provide a learning environment that models affirmation and respect for diversity and difference across all program options. |

**Diversity in the Implicit Curriculum:**

*“The program’s expectation for diversity is reflected in its learning environment, which provides the context through which students learn about differences, to value and respect diversity, and develop a commitment to cultural humility. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. The learning environment consists of the program’s institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body.” (EP 3.0, 2015 EPAS)*

**Implicit Curriculum Efforts:**

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

*[Repeat subheadings & provide a separate narrative for each program option]*

|  |
| --- |
| Accreditation Standard 3.0.2:The program explains how these efforts provide a supportive and inclusive learning environment. |

|  |
| --- |
| 1. Compliance Statement: Narrative explains how these efforts provide a supportive and inclusive learning environment across all program options. |

**Implicit Curriculum Efforts (listed in AS 3.0.1) Impact on the Learning Environment:**

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

*[Repeat subheading & provide a separate narrative for each program option]*

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

|  |
| --- |
| Accreditation Standard 3.1.6:The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both. |

|  |
| --- |
| 1. Compliance Statement: Narrative describes the program’s academic **and** professional advising policies and procedures across all program options. |

**Academic Advising**

**Policies:**

**Procedures:**

**Professional Advising**

**Policies:**

**Procedures:**

|  |
| --- |
| 1. Compliance Statement: Narrative documents that professional advising is provided by social work program faculty, staff, or both across all program options. |

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

|  |
| --- |
| Accreditation Standard 3.1.7:The program submits its policies and procedures for evaluating student’s academic and professional performance, including grievance policies and procedures. The program describes how it informs students of its criteria for evaluating their academic and professional performance and its policies and procedures for grievance. |

|  |
| --- |
| 1. Compliance Statement: Narrative submits the program’s policies and procedures for evaluating student’s academic and professional performance, including grievance policies and procedures, across all program options. |

**Evaluating Student’s Academic Performance**

**Policies:**

**Procedures:**

**Academic Performance Grievance**

**Policies:**

**Procedures:**

**Evaluating Student’s Professional Performance**

**Policies:**

**Procedures:**

**Professional Performance Grievance**

**Policies:**

**Procedures:**

|  |
| --- |
| 1. Compliance Statement: Narrative describes how the program informs students of the program’s criteria for evaluating their academic and professional performance and its policies and procedures for grievance across all program options. |

**Evaluating Student’s Academic Performance**

**Evaluation Criteria:**

**How Students are Informed of Criteria:**

**How Students are Informed of Academic Performance Grievance Policies and Procedures:**

**Evaluating Student’s Professional Performance**

**Evaluation Criteria:**

**How Students are Informed of Criteria:**

**How Students are Informed of Professional Performance Grievance Policies and Procedures:**

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

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

|  |
| --- |
| 1. Compliance Statement: Narrative submits the program’s policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance across all program options |

**Termination Based on Academic Performance**

**Policies:**

**Procedures:**

**Termination Based on Professional Performance**

**Policies:**

**Procedures:**

|  |
| --- |
| 1. Compliance Statement: Narrative describes how the program informs students of these policies and procedures across all program options. |

**How Students are Informed of Academic Performance Termination Policies and Procedures:**

**How Students are Informed of Professional Performance Termination Policies and Procedures:**

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

**Student Participation**

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

|  |
| --- |
| 1. Compliance Statement: Narrative describes the program’s policies and procedures specifying students’ rights and opportunities to participate in formulating and modifying policies affecting academic and student affairs for each program option. |

**Policies Specifying Students’ Rights to Participate in Academic and Student Affairs Policymaking:**

**Procedures Specifying Students’ Rights to Participate in Academic and Student Affairs Policymaking:**

**Policies Specifying Students’ Responsibilities to Participate in Academic and Student Affairs Policymaking:**

**Procedures Specifying Students’ Responsibilities to Participate in Academic and Student Affairs Policymaking:**

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

*[Repeat subheading in this standard & provide a separate narrative for each program option]*

|  |
| --- |
| Accreditation Standard 3.1.10:The program describes how it provides opportunities and encourages students to organize in their interests. |

|  |
| --- |
| 1. Compliance Statement: Narrative demonstrates how the program provides opportunities and encourages students to organize in their interests for each program option. |

**Provides Opportunities for Student Organization:**

**Encourages Student Organization:**

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

*[Repeat subheadings in this standard & provide a separate narrative for each program option]*

# Accreditation Standard 3.3 — Administrative Structure

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

|  |
| --- |
| 1. Compliance Statement: Narrative describes the program’s administrative structure across all program options. |

|  |
| --- |
| 1. Compliance Statement: Narrative demonstrates how the program’s administrative structure provides the necessary autonomy to achieve the program’s mission and goals across all program options |

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

|  |
| --- |
| Accreditation Standard 3.3.2:The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution’s policies. |

|  |
| --- |
| 1. Compliance Statement: Narrative describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution’s policies across all program options. |

**Curricular Development Process:**

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

|  |
| --- |
| Accreditation Standard 3.3.3:The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel. |

|  |
| --- |
| 1. Compliance Statement: Narrative describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel across all program options. |

**Policies Related to Recruitment of Faculty**

**Role of social work faculty/administration in policy formulation:**

**Role of social work faculty/administration in policy implementation:**

**Policies Related to Hiring of Faculty**

**Role of social work faculty/administration in policy formulation:**

**Role of social work faculty/administration in policy implementation:**

**Policies Related to Retention of Faculty**

**Role of social work faculty/administration in policy formulation:**

**Role of social work faculty/administration in policy implementation:**

**Policies Related to Promotion of Faculty**

**Role of social work faculty/administration in policy formulation:**

**Role of social work faculty/administration in policy implementation:**

**Policies Related to Tenure of Faculty**

**Role of social work faculty/administration in policy formulation:**

**Role of social work faculty/administration in implementation:**

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

# Accreditation Standard 3.4 - Resources

|  |
| --- |
| Accreditation Standard 3.4.4:The program submits a library report that demonstrates access to social work and other informational and educational resources necessary for achieving its mission and goals. |

|  |
| --- |
| 1. Compliance Statement: Narrative submits a library report that demonstrates access to social work and other informational and educational resources necessary for achieving the program’s mission and goals for each program option. |

*[Embed required Librarian’s Report Form here]*

*[To view the Librarian’s Report Form on the CSWE Website go to* [*https://www.cswe.org/Accreditation/Accreditation-Process*](https://www.cswe.org/Accreditation/Accreditation-Process) *> Candidacy>Benchmark I]*

**CSWE Accreditation Librarian’s Report**

Commission on Accreditation 2015 EPAS

This report is used to evaluate the program’s compliance with Accreditation Standard (AS) 3.4.4.

The program submits a library report that demonstrates access to social work and other informational and educational resources necessary for achieving its mission and goals.  
In a narrative report of social work library resources, including those used in online or off-site programs, address the items below. Tables, charts, or spreadsheets may be used to provide data.

For each section, please additionally describe efforts towards developing spaces, collections, and services that are inclusive to persons with disabilities and recognize racial, ethnic, and gender diversity.

General Library Description

Please describe the broad framework for library services in your institution including:

* If there is a library specific to social work, a single institutional library, or multiple libraries at the institution.
* What is the student FTE at your institution?
* Library open hours, including periods of extended or reduced hours for the library that serves social work students. Please note if there are extended periods during the year that the library is closed to students.
* Equipment and other technology available to students (e.g. computers, scanners, and printers).

Library Faculty and Staff

Please describe your staffing framework including:

* Number of librarians, academic professional, and paraprofessional staff.
* Do librarians have faculty and/or tenure status at your institution?
* Is there a librarian with a specific social work designation, such as social work librarian, social work bibliographer, or social work liaison? Describe the job responsibilities and other relevant activities of this librarian.
* Describe any other librarian roles/activities at your library that benefit social work teaching and research, such as data management, government documents, and scholarly communication.

Access Services

Please describe the following related to access to resources:

* Online catalog/discovery system
* Describe your borrowing/access policies
* Describe interlibrary loan, article delivery, and other related services such as consortium library access
* Print and electronic course reserves
* Services for students with disabilities
* Federal copyright and fair use awareness efforts

Reference Services

Please describe the range of reference services provided for social work students including:

* Does your library offer drop-in reference services? How many hours per week?
* Can students make an appointment with librarian who is a social work subject specialist or liaison?
* Does your library offer reference and consultation services by telephone and/or email?
* Does your library provide access to a live online chat service with a librarian?
* Please provide statistics relevant to reference and research consultation services.

Instruction Services

Please describe the range of instructional services (both in person and online, synchronous and asynchronous) provided for social work students. For online instructional materials and activities, please describe accessibility compliance for students with disabilities.

* Library orientation or program related instruction
* Course integrated instruction
* Online instructional support such as subject and course guides, tutorials, videos

Provide data regarding the number of students participating in synchronous instruction sessions in an academic year, or describe other means of measuring student engagement with library services.

Describe how you assess the effectiveness of library instruction.

Social Work Resources/Collection Development

For the following section, please describe the availability, use, and purchasing of social work related resources.

* Is there a procedure for social work faculty, staff, and/or students to recommend items for purchase? How are such recommendations handled?
* How often are new acquisitions relevant to social work teaching and research reported to social work faculty?
* What are the primary abstracting and indexing databases and content packages (e.g streaming video and ebook collections) that support social work teaching and research?
* Describe strengths and weaknesses of the social work collection at your library. Include projections and assessment plans of the collection.

Outreach

Please describe any outreach services and/or marketing strategies your library uses to connect students and faculty to the resources of the library including:

* Presence on social work school/department/program website and/or in an information manual
* Email/newsletter/social network contact with students and/or faculty.
* Print flyers and brochures (if applicable)

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

|  |
| --- |
| Accreditation Standard 3.4.5:The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals. |

|  |
| --- |
| 1. Compliance Statement: Narrative describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve the program’s mission and goals for each program option. |

**Description & Sufficiency of Office Space:**

**Description & Sufficiency of Classroom Space:**

**Description & Sufficiency of Computer-Mediated Access:**

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

*[Repeat subheadings & provide a separate narrative for each program option]*

|  |
| --- |
| Accreditation Standard 3.4.6:The program describes, for each program option, the availability of and access to assistive technology, including materials in alternative formats. |

|  |
| --- |
| 1. Compliance Statement: Narrative describes, for each program option, the availability of and access to assistive technology, including materials in alternative formats. |

**List of Assistive Technology Resources Available:**

**How Students Access Assistive Technology:**

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

# Accreditation Standard 4.0 — Assessment

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| --- |
| Accreditation Standard 4.0.1:The program presents its plan for ongoing assessment of student outcomes for all identified competencies in the generalist level of practice (baccalaureate social work programs) and the generalist and specialized levels of practice (master’s social work programs). Assessment of competence is done by program designated faculty or field personnel. The plan includes:   * A description of the assessment procedures that detail when, where, and how each competency is assessed for each program option. * At least two measures assess each competency. One of the assessment measures is based on demonstration of the competency in real or simulated practice situations. * An explanation of how the assessment plan measures multiple dimensions of each competency, as described in EP 4.0. * Benchmarks for each competency, a rationale for each benchmark, and a description of how it is determined that students’ performance meets the benchmark. * An explanation of how the program determines the percentage of students achieving the benchmark. * Copies of all assessment measures used to assess all identified competencies. |

*[For master’s programs, repeat subheadings & provide a separate narrative for the generalist practice assessment and the assessment of each area of specialized practice]*

|  |
| --- |
| 1. Compliance Statement: The program’s assessment plan was presented for generalist levels of practice (baccalaureate social work programs) and the generalist and specialized levels of practice (master’s social work programs) for each program option. |

*[A sample assessment matrix can be found on the CSWE Website:* [*https://www.cswe.org/Accreditation/Accreditation-Process*](https://www.cswe.org/Accreditation/Accreditation-Process) *> Resources]*

|  |
| --- |
| 1. Compliance Statement: Assessment of competence was done by program designated faculty or field personnel for all program options. |

**Assessment of Competence for Measure #1 Done By:**

**Assessment of Competence for Measure #2 Done By:**

*[Repeat subheading for each identified measure]*

|  |
| --- |
| 1. Compliance Statement: Program provides a description of the assessment procedures that detail when, where, and how each competency is assessed for each program option, including any competencies added by the program. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Identified Measures** | **Competencies Assessed** | **When Assessed** | **Where Assessed** | **How Assessed** |
| Measure 1: |  |  |  |  |
| Measure 2: |  |  |  |  |
| *[Insert or delete additional rows as needed]* |  |  |  |  |

|  |
| --- |
| 1. Compliance Statement: Program provides at least two measures to assess each competency, including any competencies added by the program for all program options. [summarized in column 3 of sample assessment plan table] |

|  |
| --- |
| 1. Compliance Statement: At least one of the assessment measures is based on demonstration of the competency in real or simulated practice situations for all program options. [summarized in column 3 of sample assessment plan table] |

[in real or simulated practice settings program may choose to collect behavior-level data or competency-level data informed by the behaviors (e.g., behaviors listed as evaluative criteria on the instrument); if behavior-level data is captured the plan must clearly state include behavior-level information]

|  |
| --- |
| 1. Compliance Statement: Narrative explains how the assessment plan measures multiple dimensions of each competency, as described in EP4.0 (involving both performance and the knowledge, values, skills, and cognitive and affective processes) for all program options. [summarized in column 5 of sample assessment plan table] |

|  |
| --- |
| 1. Compliance Statement: Narrative includes benchmarks for each competency for all program options. [summarized in column 2 & 6 of sample assessment plan table] |

|  |
| --- |
| 1. Compliance Statement: Narrative includes a rationale for each benchmark across all program options. [summarized in column 2 & 6 of sample assessment plan table] |

|  |  |  |  |
| --- | --- | --- | --- |
| **Competency** | **Competency Benchmark % Rationale:** | **Outcome Measure #1 Benchmark Rationale:** | **Outcome Measure #2 Benchmark Rationale:** |
| **#1** |  |  |  |
| **#2** |  |  |  |
| **#3** |  |  |  |
| **#4** |  |  |  |
| **#5** |  |  |  |
| **#6** |  |  |  |
| **#7** |  |  |  |
| **#8** |  |  |  |
| **#9** |  |  |  |

|  |
| --- |
| 1. Compliance Statement: Narrative includes a description of how it is determined that students’ performance meets the benchmark for all program options. [summarized in column 7 of sample assessment plan table] |

|  |
| --- |
| 1. Compliance Statement: Narrative provides an explanation of how the program determines the percentage of students achieving each benchmark for all program option. [summarized in column 8 of sample assessment plan table] |

**PRESENTING THE PROGRAM’S ASSESSMENT PLAN FOR GENERALIST PRACTICE**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Competency** | **Competency Benchmark (%)** | **Measure** | **Behavior(s)** | **Dimension(s)** *[must assess at least 2]* | **Outcome Measure Benchmark**  *(minimum score or higher)* | **Assessment Procedures:**  **Outcome Measure** | **Assessment Procedures: Competency** |
| Competency 1: Demonstrate Ethical and Professional Behavior | \_\_% of students will demonstrate competence inclusive of 2 or more measures | Measure 1 (based on real or simulated practice): *[Identify Measure]* | 1. make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context; |  | *[if optional behavior-level data is captured, the plan must clearly state the minimum score per behavior]*  \_\_ out of \_\_ |  |  |
| 2. use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; |  | \_\_ out of \_\_ |
| 3. demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; |  | \_\_ out of \_\_ |
| 4. use technology ethically and appropriately to facilitate practice outcomes; |  | \_\_ out of \_\_ |
| 5. use supervision and consultation to guide professional judgment and behavior. |  | \_\_ out of \_\_ |
| Measure 2: *[Identify Measure]* | *[behaviors not required for measures not based on real or simulated practice]* |  | \_\_ out of \_\_ |  |  |
| Measure 3 (if applicable): *[Identify Measure]*  *[Insert or delete additional rows as needed]* |  |  | \_\_ out of \_\_ |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Competency** | **Competency Benchmark (%)** | **Measure** | **Behavior(s)** | **Dimension(s)** *[must assess at least 2]* | **Outcome Measure Benchmark**  *(minimum score or higher)* | **Assessment Procedures:**  **Outcome Measure** | **Assessment Procedures: Competency** |
| Competency 2: Engage Diversity and Difference in Practice | \_\_% of students will demonstrate competence inclusive of 2 or more measures | Measure 1 (based on real or simulated practice): *[Identify Measure]* | 1. apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; |  | *[if optional behavior-level data is captured, the plan must clearly state the minimum score per behavior]*  \_\_ out of \_\_ |  |  |
| 2. present themselves as learners and engage clients and constituencies as experts of their own experiences; |  | \_\_ out of \_\_ |
| 3. apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies |  | \_\_ out of \_\_ |
| Measure 2: *[Identify Measure]* | *[behaviors not required for measures not based on real or simulated practice]* |  | \_\_ out of \_\_ |  |  |
| Measure 3 (if applicable): *[Identify Measure]*  *[Insert or delete additional rows as needed]* |  |  | \_\_ out of \_\_ |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Competency** | **Competency Benchmark (%)** | **Measure** | **Behavior(s)** | **Dimension(s)** *[must assess at least 2]* | **Outcome Measure Benchmark**  *(minimum score or higher)* | **Assessment Procedures:**  **Outcome Measure** | **Assessment Procedures: Competency** |
| Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice | \_\_% of students will demonstrate competence inclusive of 2 or more measures | Measure 1 (based on real or simulated practice): *[Identify Measure]* | 1. apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels |  | *[if optional behavior-level data is captured, the plan must clearly state the minimum score per behavior]*  \_\_ out of \_\_ |  |  |
| 2. engage in practices that advance social, economic, and environmental justice. |  | \_\_ out of \_\_ |
| Measure 2: *[Identify Measure]* | *[behaviors not required for measures not based on real or simulated practice]* |  | \_\_ out of \_\_ |  |  |
| Measure 3 (if applicable): *[Identify Measure]*  *[Insert or delete additional rows as needed]* |  |  | \_\_ out of \_\_ |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Competency** | **Competency Benchmark (%)** | **Measure** | **Behavior(s)** | **Dimension(s)** *[must assess at least 2]* | **Outcome Measure Benchmark**  *(minimum score or higher)* | **Assessment Procedures:**  **Outcome Measure** | **Assessment Procedures: Competency** |
| Competency 4: Engage In Practice-informed Research and Research-informed Practice | \_\_% of students will demonstrate competence inclusive of 2 or more measures | Measure 1 (based on real or simulated practice): *[Identify Measure]* | 1. use practice experience and theory to inform scientific inquiry and research |  | *[if optional behavior-level data is captured, the plan must clearly state the minimum score per behavior]*  \_\_ out of \_\_ |  |  |
| 2. apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; |  | \_\_ out of \_\_ |
| 3. use and translate research evidence to inform and improve practice, policy, and service delivery |  | \_\_ out of \_\_ |
| Measure 2: *[Identify Measure]* | *[behaviors not required for measures not based on real or simulated practice]* |  | \_\_ out of \_\_ |  |  |
| Measure 3 (if applicable): *[Identify Measure]*  *[Insert or delete additional rows as needed]* |  |  | \_\_ out of \_\_ |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Competency** | **Competency Benchmark (%)** | **Measure** | **Behavior(s)** | **Dimension(s)** *[must assess at least 2]* | **Outcome Measure Benchmark**  *(minimum score or higher)* | **Assessment Procedures:**  **Outcome Measure** | **Assessment Procedures: Competency** |
| Competency 5: Engage in Policy Practice | \_\_% of students will demonstrate competence inclusive of 2 or more measures | Measure 1 (based on real or simulated practice): *[Identify Measure]* | 1. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; |  | *[if optional behavior-level data is captured, the plan must clearly state the minimum score per behavior]*  \_\_ out of \_\_ |  |  |
| 2. assess how social welfare and economic policies impact the delivery of and access to social services; |  | \_\_ out of \_\_ |
| 3. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice |  | \_\_ out of \_\_ |
| Measure 2: *[Identify Measure]* | *[behaviors not required for measures not based on real or simulated practice]* |  | \_\_ out of \_\_ |  |  |
| Measure 3 (if applicable): *[Identify Measure]*  *[Insert or delete additional rows as needed]* |  |  | \_\_ out of \_\_ |  |  |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Competency** | **Competency Benchmark (%)** | **Measure** | **Behavior(s)** | **Dimension(s)** *[must assess at least 2]* | **Outcome Measure Benchmark**  *(minimum score or higher)* | **Assessment Procedures:**  **Outcome Measure** | **Assessment Procedures: Competency** |
| Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities | \_\_% of students will demonstrate competence inclusive of 2 or more measures | Measure 1 (based on real or simulated practice): *[Identify Measure]* | 1. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; |  | *[if optional behavior-level data is captured, the plan must clearly state the minimum score per behavior]*  \_\_ out of \_\_ |  |  |
| 2. use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. |  | \_\_ out of \_\_ |
| Measure 2: *[Identify Measure]* | *[behaviors not required for measures not based on real or simulated practice]* |  | \_\_ out of \_\_ |  |  |
| Measure 3 (if applicable): *[Identify Measure]*  *[Insert or delete additional rows as needed]* |  |  | \_\_ out of \_\_ |  |  |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Competency** | **Competency Benchmark (%)** | **Measure** | **Behavior(s)** | **Dimension(s)** *[must assess at least 2]* | **Outcome Measure Benchmark**  *(minimum score or higher)* | **Assessment Procedures:**  **Outcome Measure** | **Assessment Procedures: Competency** |
| Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities | \_\_% of students will demonstrate competence inclusive of 2 or more measures | Measure 1 (based on real or simulated practice): *[Identify Measure]* | 1. collect and organize data, and apply critical thinking to interpret information from clients and constituencies; |  | *[if optional behavior-level data is captured, the plan must clearly state the minimum score per behavior]*  \_\_ out of \_\_ |  |  |
| 2. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies; |  | \_\_ out of \_\_ |
| 3. develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; |  | \_\_ out of \_\_ |
| 4. select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies |  | \_\_ out of \_\_ |
| Measure 2: *[Identify Measure]* | *[behaviors not required for measures not based on real or simulated practice]* |  | \_\_ out of \_\_ |  |  |
| Measure 3 (if applicable): *[Identify Measure]*  *[Insert or delete additional rows as needed]* |  |  | \_\_ out of \_\_ |  |  |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Competency** | **Competency Benchmark (%)** | **Measure** | **Behavior(s)** | **Dimension(s)** *[must assess at least 2]* | **Outcome Measure Benchmark**  *(minimum score or higher)* | **Assessment Procedures:**  **Outcome Measure** | **Assessment Procedures: Competency** |
| Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities | \_\_% of students will demonstrate competence inclusive of 2 or more measures | Measure 1 (based on real or simulated practice): *[Identify Measure]* | 1. critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; |  | *[if optional behavior-level data is captured, the plan must clearly state the minimum score per behavior]*  \_\_ out of \_\_ |  |  |
| 2. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies; |  | \_\_ out of \_\_ |
| 3. use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; |  | \_\_ out of \_\_ |
| 4. negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; |  | \_\_ out of \_\_ |
| 5. facilitate effective transitions and endings that advance mutually agreed-on goals |  | \_\_ out of \_\_ |
| Measure 2: *[Identify Measure]* | *[behaviors not required for measures not based on real or simulated practice]* |  | \_\_ out of \_\_ |  |  |
| Measure 3 (if applicable): *[Identify Measure]*  *[Insert or delete additional rows as needed]* |  |  | \_\_ out of \_\_ |  |  |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Competency** | **Competency Benchmark (%)** | **Measure** | **Behavior(s)** | **Dimension(s)** *[must assess at least 2]* | **Outcome Measure Benchmark**  *(minimum score or higher)* | **Assessment Procedures:**  **Outcome Measure** | **Assessment Procedures: Competency** |
| Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities | \_\_% of students will demonstrate competence inclusive of 2 or more measures | Measure 1 (based on real or simulated practice): *[Identify Measure]* | 1. select and use appropriate methods for evaluation of outcomes; |  | *[if optional behavior-level data is captured, the plan must clearly state the minimum score per behavior]*  \_\_ out of \_\_ |  |  |
| 2. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes; |  | \_\_ out of \_\_ |
| 3. critically analyze, monitor, and evaluate intervention and program processes and outcomes; |  | \_\_ out of \_\_ |
| 4. apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. |  | \_\_ out of \_\_ |
| Measure 2: *[Identify Measure]* | *[behaviors not required for measures not based on real or simulated practice]* |  | \_\_ out of \_\_ |  |  |
| Measure 3 (if applicable): *[Identify Measure]*  *[Insert or delete additional rows as needed]* |  |  | \_\_ out of \_\_ |  |  |

**PRESENTING THE PROGRAM’S ASSESSMENT PLAN FOR SPECIALIZED PRACTICE FOR \_\_\_\_\_\_\_ AREA OF SPECIALIZED PRACTICE (MASTER’S PROGRAMS ONLY)**

*[Provide separate table for each area of specialized practice]*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Competency** | **Competency Benchmark (%)** | **Measure** | **Specialized Behaviors [for practice measure(s)]** *[number of behaviors is determined by program]* | **Dimension(s)** *[must assess at least 2]* | **Outcome Measure Benchmark**  *(minimum score or higher)* | **Assessment Procedures:**  **Outcome Measure** | **Assessment Procedures: Competency** |
| Competency 1: Demonstrate Ethical and Professional Behavior | \_\_% of students will demonstrate competence inclusive of 2 or more measures | Measure 1 (based on real or simulated practice): *[Identify Measure]* | 1. |  | *[if optional behavior-level data is captured, the plan must clearly state the minimum score per behavior]*  \_\_ out of \_\_ |  |  |
| 2. |  | \_\_ out of \_\_ |
| 3. |  | \_\_ out of \_\_ |
| Measure 2: *[Identify Measure]* | *[behaviors not required for measures not based on real or simulated practice]* |  | \_\_ out of \_\_ |  |  |
| Measure 3 (if applicable): *[Identify Measure]*  *[Insert or delete additional rows as needed]* |  |  | \_\_ out of \_\_ |  |  |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Competency** | **Competency Benchmark (%)** | **Measure** | **Specialized Behaviors [for practice measure(s)]** *[number of behaviors is determined by program]* | **Dimension(s)** *[must assess at least 2]* | **Outcome Measure Benchmark**  *(minimum score or higher)* | **Assessment Procedures:**  **Outcome Measure** | **Assessment Procedures: Competency** |
| Competency 2: Engage Diversity and Difference in Practice | \_\_% of students will demonstrate competence inclusive of 2 or more measures | Measure 1 (based on real or simulated practice): *[Identify Measure]* | 1. |  | *[if optional behavior-level data is captured, the plan must clearly state the minimum score per behavior]*  \_\_ out of \_\_ |  |  |
| 2. |  | \_\_ out of \_\_ |
| 3. |  | \_\_ out of \_\_ |
| Measure 2: *[Identify Measure]* | *[behaviors not required for measures not based on real or simulated practice]* |  | \_\_ out of \_\_ |  |  |
| Measure 3 (if applicable): *[Identify Measure]*  *[Insert or delete additional rows as needed]* |  |  | \_\_ out of \_\_ |  |  |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Competency** | **Competency Benchmark (%)** | **Measure** | **Specialized Behaviors [for practice measure(s)]** *[number of behaviors is determined by program]* | **Dimension(s)** *[must assess at least 2]* | **Outcome Measure Benchmark**  *(minimum score or higher)* | **Assessment Procedures:**  **Outcome Measure** | **Assessment Procedures: Competency** |
| Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice | \_\_% of students will demonstrate competence inclusive of 2 or more measures | Measure 1 (based on real or simulated practice): *[Identify Measure]* | 1. |  | *[if optional behavior-level data is captured, the plan must clearly state the minimum score per behavior]*  \_\_ out of \_\_ |  |  |
| 2. |  | \_\_ out of \_\_ |
| 3. |  | \_\_ out of \_\_ |
| Measure 2: *[Identify Measure]* | *[behaviors not required for measures not based on real or simulated practice]* |  | \_\_ out of \_\_ |  |  |
| Measure 3 (if applicable): *[Identify Measure]*  *[Insert or delete additional rows as needed]* |  |  | \_\_ out of \_\_ |  |  |

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| **Competency** | **Competency Benchmark (%)** | **Measure** | **Specialized Behaviors [for practice measure(s)]** *[number of behaviors is determined by program]* | **Dimension(s)** *[must assess at least 2]* | **Outcome Measure Benchmark**  *(minimum score or higher)* | **Assessment Procedures:**  **Outcome Measure** | **Assessment Procedures: Competency** |
| Competency 4: Engage In Practice-informed Research and Research-informed Practice | \_\_% of students will demonstrate competence inclusive of 2 or more measures | Measure 1 (based on real or simulated practice): *[Identify Measure]* | 1. |  | *[if optional behavior-level data is captured, the plan must clearly state the minimum score per behavior]*  \_\_ out of \_\_ |  |  |
| 2. |  | \_\_ out of \_\_ |
| 3. |  | \_\_ out of \_\_ |
| Measure 2: *[Identify Measure]* | *[behaviors not required for measures not based on real or simulated practice]* |  | \_\_ out of \_\_ |  |  |
| Measure 3 (if applicable): *[Identify Measure]*  *[Insert or delete additional rows as needed]* |  |  | \_\_ out of \_\_ |  |  |

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| **Competency** | **Competency Benchmark (%)** | **Measure** | **Specialized Behaviors [for practice measure(s)]** *[number of behaviors is determined by program]* | **Dimension(s)** *[must assess at least 2]* | **Outcome Measure Benchmark**  *(minimum score or higher)* | **Assessment Procedures:**  **Outcome Measure** | **Assessment Procedures: Competency** |
| Competency 5: Engage in Policy Practice | \_\_% of students will demonstrate competence inclusive of 2 or more measures | Measure 1 (based on real or simulated practice): *[Identify Measure]* | 1. |  | *[if optional behavior-level data is captured, the plan must clearly state the minimum score per behavior]*  \_\_ out of \_\_ |  |  |
| 2. |  | \_\_ out of \_\_ |
| 3. |  | \_\_ out of \_\_ |
| Measure 2: *[Identify Measure]* | *[behaviors not required for measures not based on real or simulated practice]* |  | \_\_ out of \_\_ |  |  |
| Measure 3 (if applicable): *[Identify Measure]*  *[Insert or delete additional rows as needed]* |  |  | \_\_ out of \_\_ |  |  |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Competency** | **Competency Benchmark (%)** | **Measure** | **Specialized Behaviors [for practice measure(s)]** *[number of behaviors is determined by program]* | **Dimension(s)** *[must assess at least 2]* | **Outcome Measure Benchmark**  *(minimum score or higher)* | **Assessment Procedures:**  **Outcome Measure** | **Assessment Procedures: Competency** |
| Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities | \_\_% of students will demonstrate competence inclusive of 2 or more measures | Measure 1 (based on real or simulated practice): *[Identify Measure]* | 1. |  | *[if optional behavior-level data is captured, the plan must clearly state the minimum score per behavior]*  \_\_ out of \_\_ |  |  |
| 2. |  | \_\_ out of \_\_ |
| 3. |  | \_\_ out of \_\_ |
| Measure 2: *[Identify Measure]* | *[behaviors not required for measures not based on real or simulated practice]* |  | \_\_ out of \_\_ |  |  |
| Measure 3 (if applicable): *[Identify Measure]*  *[Insert or delete additional rows as needed]* |  |  | \_\_ out of \_\_ |  |  |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Competency** | **Competency Benchmark (%)** | **Measure** | **Specialized Behaviors [for practice measure(s)]** *[number of behaviors is determined by program]* | **Dimension(s)** *[must assess at least 2]* | **Outcome Measure Benchmark**  *(minimum score or higher)* | **Assessment Procedures:**  **Outcome Measure** | **Assessment Procedures: Competency** |
| Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities | \_\_% of students will demonstrate competence inclusive of 2 or more measures | Measure 1 (based on real or simulated practice): *[Identify Measure]* | 1. |  | *[if optional behavior-level data is captured, the plan must clearly state the minimum score per behavior]*  \_\_ out of \_\_ |  |  |
| 2. |  | \_\_ out of \_\_ |
| 3. |  | \_\_ out of \_\_ |
| Measure 2: *[Identify Measure]* | *[behaviors not required for measures not based on real or simulated practice]* |  | \_\_ out of \_\_ |  |  |
| Measure 3 (if applicable): *[Identify Measure]*  *[Insert or delete additional rows as needed]* |  |  | \_\_ out of \_\_ |  |  |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Competency** | **Competency Benchmark (%)** | **Measure** | **Specialized Behaviors [for practice measure(s)]** *[number of behaviors is determined by program]* | **Dimension(s)** *[must assess at least 2]* | **Outcome Measure Benchmark**  *(minimum score or higher)* | **Assessment Procedures:**  **Outcome Measure** | **Assessment Procedures: Competency** |
| Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities | \_\_% of students will demonstrate competence inclusive of 2 or more measures | Measure 1 (based on real or simulated practice): *[Identify Measure]* | 1. |  | *[if optional behavior-level data is captured, the plan must clearly state the minimum score per behavior]*  \_\_ out of \_\_ |  |  |
| 2. |  | \_\_ out of \_\_ |
| 3. |  | \_\_ out of \_\_ |
| Measure 2: *[Identify Measure]* | *[behaviors not required for measures not based on real or simulated practice]* |  | \_\_ out of \_\_ |  |  |
| Measure 3 (if applicable): *[Identify Measure]*  *[Insert or delete additional rows as needed]* |  |  | \_\_ out of \_\_ |  |  |

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| **Competency** | **Competency Benchmark (%)** | **Measure** | **Specialized Behaviors [for practice measure(s)]** *[number of behaviors is determined by program]* | **Dimension(s)** *[must assess at least 2]* | **Outcome Measure Benchmark**  *(minimum score or higher)* | **Assessment Procedures:**  **Outcome Measure** | **Assessment Procedures: Competency** |
| Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities | \_\_% of students will demonstrate competence inclusive of 2 or more measures | Measure 1 (based on real or simulated practice): *[Identify Measure]* | 1. |  | *[if optional behavior-level data is captured, the plan must clearly state the minimum score per behavior]*  \_\_ out of \_\_ |  |  |
| 2. |  | \_\_ out of \_\_ |
| 3. |  | \_\_ out of \_\_ |
| Measure 2: *[Identify Measure]* | *[behaviors not required for measures not based on real or simulated practice]* |  | \_\_ out of \_\_ |  |  |
| Measure 3 (if applicable): *[Identify Measure]*  *[Insert or delete additional rows as needed]* |  |  | \_\_ out of \_\_ |  |  |

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| --- |
| 1. Compliance Statement: Program provides copies of all assessment measures used to assess all identified competencies for all program options. |

*[Embed a copy of each identified measure]*

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

|  |
| --- |
| Accreditation Standard 4.0.4:*The program describes the process used to evaluate outcomes and their implications for program renewal across program options. It discusses specific changes it has made in the program based on these assessment outcomes with clear links to the data.* |

*[PROCESS ONLY]*

|  |
| --- |
| 1. Compliance Statement: The narrative describes the process used to evaluate outcomes for each program option. |

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

|  |
| --- |
| Accreditation Standard 4.0.5:*For each program option, the program provides its plan and summary data for the assessment of the implicit curriculum as defined in EP 4.0 from program-defined stakeholders. The program discusses implications for program renewal and specific changes it has made based on these assessment outcomes.* |

*[PLAN ONLY]*

|  |
| --- |
| 1. Compliance Statement: For each program option, the narrative provides the program’s plan for assessing the implicit curriculum, including program-defined stakeholders. |

**Methodology of Assessment:**

*[Describe all procedures followed for conducting assessment]*

**Area(s) of Implicit Curriculum Assessed:**

*[Identify areas under Educational Policy 4.0 being assessed by this method]*

**Stakeholders Assessing the Program:**

*[Identify who was in the implicit curriculum plan]*

**Tools/Instruments Used:**

*[Provide copies of all tools used for conducting assessment]*

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

# DRAFT STANDARDS (Compliance at Initial Accreditation):

# Accreditation Standard 3.0 — Diversity [Implicit Curriculum]

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

|  |
| --- |
| 1. Compliance Statement: Narrative describes specific plans to continually improve the learning environment to affirm and support persons with diverse identities across all program options. |

**Implicit Curriculum Plans:**

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

*[Repeat subheading & provide a separate context narrative for each program option]*

# Accreditation Standard 3.2 — Faculty

|  |
| --- |
| Accreditation Standard 3.2.3:The program documents a full-time equivalent faculty-to-student ratio not greater than 1:25 for baccalaureate programs and not greater than 1:12 for master’s programs and explains how this ratio is calculated. In addition, the program explains how faculty size is commensurate with the number and type of curricular offerings in class and field; number of program options; class size; number of students; advising; and the faculty’s teaching, scholarly, and service responsibilities. |

|  |
| --- |
| 1. Compliance Statement: Narrative documents a full-time equivalent faculty-to-student ratio not greater than 1:25 for baccalaureate programs and not greater than 1:12 for master’s programs inclusive of all program options. |

**Numerical FTE Faculty-to-Student Ratio: X:X**, inclusive of all program options

|  |
| --- |
| 1. Compliance Statement: Narrative explains how this ratio is calculated inclusive of all program options. |

**Total FTE of faculty:**

**Formula used to calculate FTE of all faculty:**

**Total FTE of students:**

**Formula used to calculate FTE of all students:**

|  |
| --- |
| 1. Compliance Statement: Narrative explains how faculty size is commensurate with the number and type of curricular offerings in class and field; number of program options; class size; number of students; advising; and the faculty's teaching, scholarly, and service responsibilities across all program options. |

**Faculty Size & Number and Type of Curricular Offerings in Class and Field:**

**Faculty Size & Number of Program Options:**

**Faculty Size & Class Size:**

**Faculty Size & Number of Students:**

**Faculty Size & Advising:**

**Faculty Size & Faculty's Teaching Responsibilities:**

**Faculty Size & Scholarly Responsibilities:**

**Faculty Size & Service Responsibilities:**

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

|  |
| --- |
| Accreditation Standard 3.2.5:The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program’s mission and goals. |

|  |
| --- |
| 1. Compliance Statement: Narrative describes the program’s faculty workload policy across all program options. |

*[Provide a separate narrative for each part-time and full-time faculty rank such as tenure, tenure-track, adjunct, lecturer, etc.]*

|  |
| --- |
| 1. Compliance Statement: Narrative discusses how the policy supports the achievement of institutional priorities and the program's mission and goals across all program options. |

**Sufficiency of Workload Policy to Support the Achievement of Institutional Priorities:**

**Sufficiency of Workload Policy to Support the Achievement of The Program's Mission:**

**Sufficiency of Workload Policy to Support the Achievement of The Program's Goals:**

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

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

|  |
| --- |
| 1. Compliance Statement: Narrative demonstrates ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program’s mission and goals across all program options. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Examples of Faculty Research Experience** | **Relationship to…** | | |
| **Institutional Priorities** | **Component(s) of Program’s Mission** | **Component(s) of Program’s Goals** |
|  |  |  |  |
|  |  |  |  |
| *[Insert or delete additional rows as needed]* |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Examples of Faculty Scholarship Experience** | **Relationship to…** | | |
| **Institutional Priorities** | **Component(s) of Program’s Mission** | **Component(s) of Program’s Goals** |
|  |  |  |  |
|  |  |  |  |
| *[Insert or delete additional rows as needed]* |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Examples of Faculty Exchanges with External Constituencies** | **Relationship to…** | | |
| **Institutional Priorities** | **Component(s) of Program’s Mission** | **Component(s) of Program’s Goals** |
|  |  |  |  |
|  |  |  |  |
| *[Insert or delete additional rows as needed]* |  |  |  |

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

|  |
| --- |
| Accreditation Standard 3.2.7:The program demonstrates how its faculty models the behavior and values of the profession in the program’s educational environment. |

|  |
| --- |
| 1. Compliance Statement: Narrative demonstrates how the program’s faculty models the behavior and values of the profession in the program’s educational environment across all program options. |

**Examples of Faculty Modeling Professional Behavior in the Educational Environment:**

**Examples of Faculty Modeling Professional Values in the Educational Environment:**

*Profession’s Values*

*“Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession’s commitment to respect for all people and the quest for social and economic justice.”* *(EP 1.0, 2015 EPAS)*

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

# Accreditation Standard 3.3 — Administrative Structure

|  |
| --- |
| Accreditation Standard 3.3.6:The program describes its administrative structure for field education and explains how its resources (personnel, time and technological support) are sufficient to administer its field education program to meet its mission and goals. |

|  |
| --- |
| 1. Compliance Statement: Narrative describes the program’s administrative structure for field education across all program options. |

|  |
| --- |
| 1. Compliance Statement: Narrative explains how the program’s resources (personnel, time and technological support) are sufficient to administer its field education program to meet its mission and goals for each program option. |

**Description & Sufficiency of Personnel Resources:**

**Description & Sufficiency Time Resources:**

**Description & Sufficiency Technological Support Resources:**

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

# Accreditation Standard 3.4 — Resources

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

|  |
| --- |
| 1. Compliance Statement: Narrative describes how the program uses resources to address challenges and continuously improve the program for each program option. |

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

# Accreditation Standard 4.0 — Assessment

|  |
| --- |
| Accreditation Standard 4.0.2: *The program provides its most recent year of summary data and outcomes for the assessment of each of the identified competencies, specifying the percentage of students achieving program benchmarks for each program option.* |

|  |
| --- |
| 1. Compliance Statement: Narrative provides the program’s most recent year of summary data and outcomes for the assessment of each of the identified competencies for each program option. |

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| 1. Compliance Statement: Narrative specifies the percentage of students achieving program benchmarks for each program option. |

*A sample of summary data and outcomes can be found on the CSWE Website:* [*https://www.cswe.org/Accreditation*](https://www.cswe.org/Accreditation) *> Resource*

**Generalist Assessment Outcomes for the [Location] Program Option:**

*[Repeat subheading & provide a separate table with findings for each program option]*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Competency | Competency Benchmark | Outcome Measure Benchmark | Percent Attaining  (N=\_\_) | Percent Achieving Competency | Competency Benchmark Met? |
| Competency 1: Demonstrate Ethical and Professional Behavior | \_\_% of students will demonstrate competence inclusive of 2 or more measures | Measure 1: Students must score a minimum of \_ out of \_ points. | Behavior 1: \_\_%  Behavior 2: \_\_%  Behavior 3: \_\_%  Behavior 4: \_\_%  Behavior 5: \_\_%  *[if assessing at the behavior-level]* | *[Show calculation of how the program aggregates percentage of all measures]* | *[Yes or No]* |
| Measure 2: Students must score a minimum of \_ out of \_ points. | \_\_% |
| *[Insert additional rows as needed]* | \_\_% |
| Competency 2: Engage Diversity and Difference in Practice | \_\_% of students will demonstrate competence inclusive of 2 or more measures | Measure 1: Students must score a minimum of \_ out of \_ points. | Behavior 1: \_\_%  Behavior 2: \_\_%  Behavior 3: \_\_%  *[if assessing at the behavior-level]* | *[Show calculation of how the program aggregates percentage of all measures]* | *[Yes or No]* |
| Measure 2: Students must score a minimum of \_ out of \_ points. | \_\_% |
| *[Insert additional rows as needed]* | \_\_% |
| Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice | \_\_% of students will demonstrate competence inclusive of 2 or more measures | Measure 1: Students must score a minimum of \_ out of \_ points. | Behavior 1: \_\_%  Behavior 2: \_\_%  *[if assessing at the behavior-level]* | *[Show calculation of how the program aggregates percentage of all measures]* | *[Yes or No]* |
| Measure 2: Students must score a minimum of \_ out of \_ points. | \_\_% |
| *[Insert additional rows as needed]* | \_\_% |
| Competency 4: Engage In Practice-informed Research and Research-informed Practice | \_\_% of students will demonstrate competence inclusive of 2 or more measures | Measure 1: Students must score a minimum of \_ out of \_ points. | Behavior 1: \_\_%  Behavior 2: \_\_%  Behavior 3: \_\_%  *[if assessing at the behavior-level]* | *[Show calculation of how the program aggregates percentage of all measures]* | *[Yes or No]* |
| Measure 2: Students must score a minimum of \_ out of \_ points. | \_\_% |
| *[Insert additional rows as needed]* | \_\_% |
| Competency 5: Engage in Policy Practice | \_\_% of students will demonstrate competence inclusive of 2 or more measures  . | Measure 1: Students must score a minimum of \_ out of \_ points. | Behavior 1: \_\_%  Behavior 2: \_\_%  Behavior 3: \_\_%  *[if assessing at the behavior-level]* | *[Show calculation of how the program aggregates percentage of all measures]* | *[Yes or No]* |
| Measure 2: Students must score a minimum of \_ out of \_ points. | \_\_% |
| *[Insert additional rows as needed]* | \_\_% |
| Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities | \_\_% of students will demonstrate competence inclusive of 2 or more measures | Measure 1: Students must score a minimum of \_ out of \_ points. | Behavior 1: \_\_%  Behavior 2: \_\_%  *[if assessing at the behavior-level]* | *[Show calculation of how the program aggregates percentage of all measures]* | *[Yes or No]* |
| Measure 2: Students must score a minimum of \_ out of \_ points. | \_\_% |
| *[Insert additional rows as needed]* | \_\_% |
| Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities | \_\_% of students will demonstrate competence inclusive of 2 or more measures | Measure 1: Students must score a minimum of \_ out of \_ points. | Behavior 1: \_\_%  Behavior 2: \_\_%  Behavior 3: \_\_%  Behavior 4: \_\_%  *[if assessing at the behavior-level]* | *[Show calculation of how the program aggregates percentage of all measures]* | *[Yes or No]* |
| Measure 2: Students must score a minimum of \_ out of \_ points. | \_\_% |
| *[Insert additional rows as needed]* | \_\_% |
| Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities | \_\_% of students will demonstrate competence inclusive of 2 or more measures | Measure 1: Students must score a minimum of \_ out of \_ points. | Behavior 1: \_\_%  Behavior 2: \_\_%  Behavior 3: \_\_%  Behavior 4: \_\_%  Behavior 5: \_\_%  *[if assessing at the behavior-level]* | *[Show calculation of how the program aggregates percentage of all measures]* | *[Yes or No]* |
| Measure 2: Students must score a minimum of \_ out of \_ points. | \_\_% |
| *[Insert additional rows as needed]* | \_\_% |
| Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities | \_\_% of students will demonstrate competence inclusive of 2 or more measures | Measure 1: Students must score a minimum of \_ out of \_ points. | Behavior 1: \_\_%  Behavior 2: \_\_%  Behavior 3: \_\_%  Behavior 4: \_\_%  *[if assessing at the behavior-level]* | *[Show calculation of how the program aggregates percentage of all measures]* | *[Yes or No]* |
| Measure 2: Students must score a minimum of \_ out of \_ points. | \_\_% |
| *[Insert additional rows as needed]* | \_\_% |

**Generalist Assessment Outcomes for the Social Work Program (Aggregate of all program options):**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Competency | Competency Benchmark | Outcome Measure Benchmark | Percent Attaining  (N=\_\_) | Percent Achieving Competency | Competency Benchmark Met? |
| Competency 1: Demonstrate Ethical and Professional Behavior | \_\_% of students will demonstrate competence inclusive of 2 or more measures | Measure 1: Students must score a minimum of \_ out of \_ points. | Behavior 1: \_\_%  Behavior 2: \_\_%  Behavior 3: \_\_%  *[if assessing at the behavior-level]* | *[Show calculation of how the program aggregates percentage of all measures]* | *[Yes or No]* |
| Measure 2: Students must score a minimum of \_ out of \_ points. | \_\_% |
| *[Insert additional rows as needed]* | \_\_% |
| Competency 2: Engage Diversity and Difference in Practice | \_\_% of students will demonstrate competence inclusive of 2 or more measures | Measure 1: Students must score a minimum of \_ out of \_ points. | Behavior 1: \_\_%  Behavior 2: \_\_%  Behavior 3: \_\_%  *[if assessing at the behavior-level]* | *[Show calculation of how the program aggregates percentage of all measures]* | *[Yes or No]* |
| Measure 2: Students must score a minimum of \_ out of \_ points. | \_\_% |
| *[Insert additional rows as needed]* | \_\_% |
| Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice | \_\_% of students will demonstrate competence inclusive of 2 or more measures | Measure 1: Students must score a minimum of \_ out of \_ points. | Behavior 1: \_\_%  Behavior 2: \_\_%  Behavior 3: \_\_%  *[if assessing at the behavior-level]* | *[Show calculation of how the program aggregates percentage of all measures]* | *[Yes or No]* |
| Measure 2: Students must score a minimum of \_ out of \_ points. | \_\_% |
| *[Insert additional rows as needed]* | \_\_% |
| Competency 4: Engage In Practice-informed Research and Research-informed Practice | \_\_% of students will demonstrate competence inclusive of 2 or more measures | Measure 1: Students must score a minimum of \_ out of \_ points. | Behavior 1: \_\_%  Behavior 2: \_\_%  Behavior 3: \_\_%  *[if assessing at the behavior-level]* | *[Show calculation of how the program aggregates percentage of all measures]* | *[Yes or No]* |
| Measure 2: Students must score a minimum of \_ out of \_ points. | \_\_% |
| *[Insert additional rows as needed]* | \_\_% |
| Competency 5: Engage in Policy Practice | \_\_% of students will demonstrate competence inclusive of 2 or more measures | Measure 1: Students must score a minimum of \_ out of \_ points. | Behavior 1: \_\_%  Behavior 2: \_\_%  Behavior 3: \_\_%  *[if assessing at the behavior-level]* | *[Show calculation of how the program aggregates percentage of all measures]* | *[Yes or No]* |
| Measure 2: Students must score a minimum of \_ out of \_ points. | \_\_% |
| *[Insert additional rows as needed]* | \_\_% |
| Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities | \_\_% of students will demonstrate competence inclusive of 2 or more measures | Measure 1: Students must score a minimum of \_ out of \_ points. | Behavior 1: \_\_%  Behavior 2: \_\_%  Behavior 3: \_\_%  *[if assessing at the behavior-level]* | *[Show calculation of how the program aggregates percentage of all measures]* | *[Yes or No]* |
| Measure 2: Students must score a minimum of \_ out of \_ points. | \_\_% |
| *[Insert additional rows as needed]* | \_\_% |
| Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities | \_\_% of students will demonstrate competence inclusive of 2 or more measures | Measure 1: Students must score a minimum of \_ out of \_ points. | Behavior 1: \_\_%  Behavior 2: \_\_%  Behavior 3: \_\_%  *[if assessing at the behavior-level]* | *[Show calculation of how the program aggregates percentage of all measures]* | *[Yes or No]* |
| Measure 2: Students must score a minimum of \_ out of \_ points. | \_\_% |
| *[Insert additional rows as needed]* | \_\_% |
| Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities | \_\_% of students will demonstrate competence inclusive of 2 or more measures | Measure 1: Students must score a minimum of \_ out of \_ points. | Behavior 1: \_\_%  Behavior 2: \_\_%  Behavior 3: \_\_%  *[if assessing at the behavior-level]* | *[Show calculation of how the program aggregates percentage of all measures]* | *[Yes or No]* |
| Measure 2: Students must score a minimum of \_ out of \_ points. | \_\_% |
| *[Insert additional rows as needed]* | \_\_% |
| Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities | \_\_% of students will demonstrate competence inclusive of 2 or more measures | Measure 1: Students must score a minimum of \_ out of \_ points. | Behavior 1: \_\_%  Behavior 2: \_\_%  Behavior 3: \_\_%  *[if assessing at the behavior-level]* | *[Show calculation of how the program aggregates percentage of all measures]* | *[Yes or No]* |
| Measure 2: Students must score a minimum of \_ out of \_ points. | \_\_% |
| *[Insert additional rows as needed]* | \_\_% |

**Specialized Assessment Outcomes for the [Location] Program Option:**

**\_\_\_\_\_\_\_\_\_ Area of Specialized Practice (Master’s Programs Only)**

*[Repeat subheading & provide separate table with findings for each area of specialized practice for each program option]*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Competency** | **Competency Benchmark** | **Outcome Measure Benchmark (Minimum Score)** | **Percent Attaining**  **(N=\_\_)** | **Percent Achieving Competency** | **Competency Benchmark Met?** |
| Competency 1: Demonstrate Ethical and Professional Behavior | \_\_% of students will demonstrate competence by meeting the outcome measure benchmarks. | Measure 1: Students must score a minimum of \_ out of \_ points. | Behavior 1: \_\_%  Behavior 2: \_\_%  Behavior 3: \_\_%  *[if assessing at the behavior-level]* | *[Show calculation of how the program aggregates percentage of all measures]* | *[Yes or No]* |
| Measure 2: Students must score a minimum of \_ out of \_ points. | \_\_% |
| *[Insert additional rows as needed]* | \_\_% |
| Competency 2: Engage Diversity and Difference in Practice | \_\_% of students will demonstrate competence by meeting the outcome measure benchmarks. | Measure 1: Students must score a minimum of \_ out of \_ points. | Behavior 1: \_\_%  Behavior 2: \_\_%  Behavior 3: \_\_%  *[if assessing at the behavior-level]* | *[Show calculation of how the program aggregates percentage of all measures]* | *[Yes or No]* |
| Measure 2: Students must score a minimum of \_ out of \_ points. | \_\_% |
| *[Insert additional rows as needed]* | \_\_% |
| Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice | \_\_% of students will demonstrate competence by meeting the outcome measure benchmarks. | Measure 1: Students must score a minimum of \_ out of \_ points. | Behavior 1: \_\_%  Behavior 2: \_\_%  Behavior 3: \_\_%  *[if assessing at the behavior-level]* | *[Show calculation of how the program aggregates percentage of all measures]* | *[Yes or No]* |
| Measure 2: Students must score a minimum of \_ out of \_ points. | \_\_% |
| *[Insert additional rows as needed]* | \_\_% |
| Competency 4: Engage In Practice-informed Research and Research-informed Practice | \_\_% of students will demonstrate competence by meeting the outcome measure benchmarks. | Measure 1: Students must score a minimum of \_ out of \_ points. | Behavior 1: \_\_%  Behavior 2: \_\_%  Behavior 3: \_\_%  *[if assessing at the behavior-level]* | *[Show calculation of how the program aggregates percentage of all measures]* | *[Yes or No]* |
| Measure 2: Students must score a minimum of \_ out of \_ points. | \_\_% |
| *[Insert additional rows as needed]* | \_\_% |
| Competency 5: Engage in Policy Practice | \_\_% of students will demonstrate competence by meeting the outcome measure benchmarks. | Measure 1: Students must score a minimum of \_ out of \_ points. | Behavior 1: \_\_%  Behavior 2: \_\_%  Behavior 3: \_\_%  *[if assessing at the behavior-level]* | *[Show calculation of how the program aggregates percentage of all measures]* | *[Yes or No]* |
| Measure 2: Students must score a minimum of \_ out of \_ points. | \_\_% |
| *[Insert additional rows as needed]* | \_\_% |
| Competency 6: Engage with [Individuals, Families, Groups, Organizations, and/or Communities] | \_\_% of students will demonstrate competence by meeting the outcome measure benchmarks. | Measure 1: Students must score a minimum of \_ out of \_ points. | Behavior 1: \_\_%  Behavior 2: \_\_%  Behavior 3: \_\_%  *[if assessing at the behavior-level]* | *[Show calculation of how the program aggregates percentage of all measures]* | *[Yes or No]* |
| Measure 2: Students must score a minimum of \_ out of \_ points. | \_\_% |
| *[Insert additional rows as needed]* | \_\_% |
| Competency 7: Assess [Individuals, Families, Groups, Organizations, and/or Communities] | \_\_% of students will demonstrate competence by meeting the outcome measure benchmarks. | Measure 1: Students must score a minimum of \_ out of \_ points. | Behavior 1: \_\_%  Behavior 2: \_\_%  Behavior 3: \_\_%  *[if assessing at the behavior-level]* | *[Show calculation of how the program aggregates percentage of all measures]* | *[Yes or No]* |
| Measure 2: Students must score a minimum of \_ out of \_ points. | \_\_% |
| *[Insert additional rows as needed]* | \_\_% |
| Competency 8: Intervene with [Individuals, Families, Groups, Organizations, and/or Communities] | \_\_% of students will demonstrate competence by meeting the outcome measure benchmarks. | Measure 1: Students must score a minimum of \_ out of \_ points. | Behavior 1: \_\_%  Behavior 2: \_\_%  Behavior 3: \_\_%  *[if assessing at the behavior-level]* | *[Show calculation of how the program aggregates percentage of all measures]* | *[Yes or No]* |
| Measure 2: Students must score a minimum of \_ out of \_ points. | \_\_% |
| *[Insert additional rows as needed]* | \_\_% |
| Competency 9: Evaluate Practice with [Individuals, Families, Groups, Organizations, and/or Communities] | \_\_% of students will demonstrate competence by meeting the outcome measure benchmarks. | Measure 1: Students must score a minimum of \_ out of \_ points. | Behavior 1: \_\_%  Behavior 2: \_\_%  Behavior 3: \_\_%  *[if assessing at the behavior-level]* | *[Show calculation of how the program aggregates percentage of all measures]* | *[Yes or No]* |
| Measure 2: Students must score a minimum of \_ out of \_ points. | \_\_% |
| *[Insert additional rows as needed]* | \_\_% |

**Specialized Assessment Outcomes for the Social Work Program (Aggregate of all Program Options):**

**\_\_\_\_\_\_\_\_\_ Area of Specialized Practice (Master’s Programs Only)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Competency** | **Competency Benchmark** | **Outcome Measure Benchmark (Minimum Score)** | **Percent Attaining**  **(N=\_\_)** | **Percent Achieving Competency** | **Competency Benchmark Met?** |
| Competency 1: Demonstrate Ethical and Professional Behavior | \_\_% of students will demonstrate competence by meeting the outcome measure benchmarks. | Measure 1: Students must score a minimum of \_ out of \_ points. | Behavior 1: \_\_%  Behavior 2: \_\_%  Behavior 3: \_\_%  *[if assessing at the behavior-level]* | *[Show calculation of how the program aggregates percentage of all measures]* | *[Yes or No]* |
| Measure 2: Students must score a minimum of \_ out of \_ points. | \_\_% |
| *[Insert additional rows as needed]* | \_\_% |
| Competency 2: Engage Diversity and Difference in Practice | \_\_% of students will demonstrate competence by meeting the outcome measure benchmarks. | Measure 1: Students must score a minimum of \_ out of \_ points. | Behavior 1: \_\_%  Behavior 2: \_\_%  Behavior 3: \_\_%  *[if assessing at the behavior-level]* | *[Show calculation of how the program aggregates percentage of all measures]* | *[Yes or No]* |
| Measure 2: Students must score a minimum of \_ out of \_ points. | \_\_% |
| *[Insert additional rows as needed]* | \_\_% |
| Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice | \_\_% of students will demonstrate competence by meeting the outcome measure benchmarks. | Measure 1: Students must score a minimum of \_ out of \_ points. | Behavior 1: \_\_%  Behavior 2: \_\_%  Behavior 3: \_\_%  *[if assessing at the behavior-level]* | *[Show calculation of how the program aggregates percentage of all measures]* | *[Yes or No]* |
| Measure 2: Students must score a minimum of \_ out of \_ points. | \_\_% |
| *[Insert additional rows as needed]* | \_\_% |
| Competency 4: Engage In Practice-informed Research and Research-informed Practice | \_\_% of students will demonstrate competence by meeting the outcome measure benchmarks. | Measure 1: Students must score a minimum of \_ out of \_ points. | Behavior 1: \_\_%  Behavior 2: \_\_%  Behavior 3: \_\_%  *[if assessing at the behavior-level]* | *[Show calculation of how the program aggregates percentage of all measures]* | *[Yes or No]* |
| Measure 2: Students must score a minimum of \_ out of \_ points. | \_\_% |
| *[Insert additional rows as needed]* | \_\_% |
| Competency 5: Engage in Policy Practice | \_\_% of students will demonstrate competence by meeting the outcome measure benchmarks. | Measure 1: Students must score a minimum of \_ out of \_ points. | Behavior 1: \_\_%  Behavior 2: \_\_%  Behavior 3: \_\_%  *[if assessing at the behavior-level]* | *[Show calculation of how the program aggregates percentage of all measures]* | *[Yes or No]* |
| Measure 2: Students must score a minimum of \_ out of \_ points. | \_\_% |
| *[Insert additional rows as needed]* | \_\_% |
| Competency 6: Engage with [Individuals, Families, Groups, Organizations, and/or Communities] | \_\_% of students will demonstrate competence by meeting the outcome measure benchmarks. | Measure 1: Students must score a minimum of \_ out of \_ points. | Behavior 1: \_\_%  Behavior 2: \_\_%  Behavior 3: \_\_%  *[if assessing at the behavior-level]* | *[Show calculation of how the program aggregates percentage of all measures]* | *[Yes or No]* |
| Measure 2: Students must score a minimum of \_ out of \_ points. | \_\_% |
| *[Insert additional rows as needed]* | \_\_% |
| Competency 7: Assess [Individuals, Families, Groups, Organizations, and/or Communities] | \_\_% of students will demonstrate competence by meeting the outcome measure benchmarks. | Measure 1: Students must score a minimum of \_ out of \_ points. | Behavior 1: \_\_%  Behavior 2: \_\_%  Behavior 3: \_\_%  *[if assessing at the behavior-level]* | *[Show calculation of how the program aggregates percentage of all measures]* | *[Yes or No]* |
| Measure 2: Students must score a minimum of \_ out of \_ points. | \_\_% |
| *[Insert additional rows as needed]* | \_\_% |
| Competency 8: Intervene with [Individuals, Families, Groups, Organizations, and/or Communities] | \_\_% of students will demonstrate competence by meeting the outcome measure benchmarks. | Measure 1: Students must score a minimum of \_ out of \_ points. | Behavior 1: \_\_%  Behavior 2: \_\_%  Behavior 3: \_\_%  *[if assessing at the behavior-level]* | *[Show calculation of how the program aggregates percentage of all measures]* | *[Yes or No]* |
| Measure 2: Students must score a minimum of \_ out of \_ points. | \_\_% |
| *[Insert additional rows as needed]* | \_\_% |
| Competency 9: Evaluate Practice with [Individuals, Families, Groups, Organizations, and/or Communities] | \_\_% of students will demonstrate competence by meeting the outcome measure benchmarks. | Measure 1: Students must score a minimum of \_ out of \_ points. | Behavior 1: \_\_%  Behavior 2: \_\_%  Behavior 3: \_\_%  *[if assessing at the behavior-level]* | *[Show calculation of how the program aggregates percentage of all measures]* | *[Yes or No]* |
| Measure 2: Students must score a minimum of \_ out of \_ points. | \_\_% |
| *[Insert additional rows as needed]* | \_\_% |

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways: *[reporting separate outcomes for each program option is required]*

|  |
| --- |
| Accreditation Standard 4.0.3:*The program uses Form AS 4(B) and/or Form AS 4(M) to report its most recent assessment outcomes for each program option to constituents and the public on its website and routinely up-dates (minimally every 2 years) its findings.* |

|  |
| --- |
| 1. Compliance Statement: The program uses Form AS 4(B) and/or Form AS 4(M) to report its most recent assessment outcomes for each program option to constituents and the public. |

*The Form AS 4(B) and Form AS 4(M) can be found on the CSWE Website:* [*https://www.cswe.org/Accreditation*](https://www.cswe.org/Accreditation) *> Self -Study Forms*

*[Complete either the Baccalaureate Form AS 4(B) or Master’s Form AS 4(M), as applicable*

**COUNCIL ON SOCIAL WORK EDUCATION - FORM AS 4(B)**

**(*PROGRAM NAME*) BACCALAUREATE SOCIAL WORK PROGRAM**

**ASSESSMENT OF STUDENT LEARNING OUTCOMES**

**Form AS 4(B):** A form required for Reaffirmation, Candidacy, and ongoing compliance per AS 4.0.3.

**Submitting Form AS 4 for Reaffirmation Self-Study & Candidacy Benchmarks**

This form is used to assist the COA in the evaluation of the program’s compliance with the accreditation standard below:

**4.0.3:** The program uses Form AS 4(B) and/or Form AS 4(M) to report its most recent assessment outcomes for each program option to constituents and the public on its website and routinely up-dates (minimally every 2 years) its findings.

All programs accredited by the Council on Social Work Education’s Commission on Accreditation (COA) are required to measure and report student learning outcomes.  All students are assessed using a minimum of two measures on their mastery of the nine competencies that comprise the Educational Policy and Accreditation Standards (EPAS) and any additional competencies programs may choose to add. These holistic competencies reflect the dimensions (knowledge, values, skills, and cognitive & affective processes) of social work practice that all social workers are expected to master during their professional training.

Programs determine a percentage-based benchmark for each competency and determine an outcome-measure benchmark (minimum score) for each measure. The competency benchmark (which can differ for each competency) represents the minimum percent of students the program expects to have achieved the outcome measure benchmarks in both/all measures for each of the nine competencies. The program then determines the percentage of students that attained each outcome measure (e.g., minimum score or higher), and aggregates the percentages for both/all measures together to obtain the percentage of students demonstrating competence inclusive of two (2) or more measures. The result of aggregating both/all outcome measure percentages provides the percentage of students achieving the competency benchmark. An aggregated percentage at or above the competency benchmark is considered achievement of that competency. If the program has more than one program option, the program must report data for each program option, and also an aggregate of all program options combined to determine an overall percentage of students across all program options achieving the competency benchmark.

**Posting Form AS 4 for Ongoing Compliance with AS 4.0.3**

Per the requirement of CSWE COA’s recognizing body, the Council on Higher Education Accreditation (CHEA), and accreditation standard 4.0.3, programs must post this form publicly on its website and routinely up-date (minimally every 2 years) its findings. Upon request, programs must provide CSWE with the weblink to the published form on the program’s website where it is accessible to the public. Data presented on the form must be collected within 2 years of today’s date at all times.

**Summary of the Program’s Assessment Plan | Generalist Practice**

All students are assessed using a minimum of two measures on their mastery of the nine competencies that comprise the Educational Policy and Accreditation Standards of the Council on Social Work Education and any additional competencies programs may choose to add. Summarize the program’s competency-based assessment plan. Programs may add/delete rows to accurately reflect the number measures included in the data presented.

|  |  |
| --- | --- |
| **Assessment Measure #1: (INSTRUMENT NAME)** | |
| Dimension(s) assessed: |  |
| When/where students are assessed: |  |
| Who assessed student competence: |  |
| Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9: |  |
| *(Add additional rows if Outcome Measure Benchmarks are different per competency)* |  |
| Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9: |  |
| *(Add additional rows if Competency Benchmarks are different per competency)* |  |
| **Assessment Measure #2: (INSTRUMENT NAME)** | |
| Dimension(s) assessed: |  |
| When/where students are assessed: |  |
| Who assessed student competence: |  |
| Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9: |  |
| *(Add additional rows if Outcome Measure Benchmarks are different per competency)* |  |
| Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9: |  |
| *(Add additional rows if Competency Benchmarks are different per competency)* |  |
| **[optional] Assessment Measure #3: (INSTRUMENT NAME)**  *(Repeat table for each additional measure)* | |

**Directions for completing Form AS 4**

Indicate the benchmark percentage for each competency. The competency benchmark is the percent of students the program expects to have achieved both/all outcome measure benchmarks. Programs calculate the percentage of students achieving each outcome measure benchmark, then calculate the percentage of students achieving each competency inclusive of two or more measures for each program option. Programs with multiple program options must present data for each program option, and in aggregate inclusive of all program options per competency. Programs may add/delete columns to accurately reflect the number of program options offered. *This is a required form.* The assessment data table may be altered to accurately reflect the number of program options offered and additional program-developed competencies program. However, beyond these formatting alternations, the program may not alter the content of this form.

**Assessment Data Collected during the Academic Year (20XX-20XX)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **COMPETENCY** | **COMPETENCY BENCHMARK (%)** | **PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK** | | | |
|  |  | **Aggregate**  **of Students from All Program Options**  **n = (Number of students)** | **Program Option #1**  **(identify location/delivery method)**  **n = (Number of students)** | **Program Option #2**  **(identify location/delivery method)**  **n = (Number of students)** | **Program Option #3**  **(identify location/delivery method)**  **n = (Number of students)** |  |
| **Competency 0: Sample Row**  *(Delete this row prior to submission and/or posting)*  *Disclaimer:* This is an example row, programs are solely responsible for selecting their benchmarks. COA does not endorse nor recommend any specific benchmarks. | **e.g. 80%** of students will demonstrate competence inclusive of 2 or more measures | (Percent of all students, inclusive of all program options, who demonstrated competence)  **e.g. 85%** | (Measure 1 + Measure 2 / 2)  **e.g. 80%** | (Measure 1 + Measure 2 / 2)  **e.g. 90%** | (Measure 1 + Measure 2 / 2)  **e.g. 85%** |  |
| **Competency 1: Demonstrate Ethical and Professional Behavior** |  |  |  |  |  |  |
| **Competency 2: Engage Diversity and Difference in Practice** |  |  |  |  |  |  |
| **Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice** |  |  |  |  |  |  |
| **Competency 4: Engage in Practice-informed Research and Research-informed Practice** |  |  |  |  |  |  |
| **Competency 5: Engage in Policy Practice** |  |  |  |  |  |  |
| **Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities** |  |  |  |  |  |  |
| **Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities** |  |  |  |  |  |  |
| **Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities** |  |  |  |  |  |  |
| **Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities** |  |  |  |  |  |  |
| **Any additional Competency(ies) Developed by the Program** |  |  |  |  |  |  |

**COUNCIL ON SOCIAL WORK EDUCATION - FORM AS 4(M)**

**[*PROGRAM NAME*] MASTER’S SOCIAL WORK PROGRAM**

**ASSESSMENT OF STUDENT LEARNING OUTCOMES**

**Form AS 4(M)** A form required for Reaffirmation, Candidacy, and ongoing compliance per AS 4.0.3.

**Submitting Form AS 4 for Reaffirmation Self-Study & Candidacy Benchmarks**

This form is used to assist the Commission on Accreditation in the evaluation of the program’s compliance with the accreditation standard below:

**4.0.3:** The program uses Form AS 4(B) and/or Form AS 4(M) to report its most recent assessment outcomes for each program option to constituents and the public on its website and routinely up-dates (minimally every 2 years) its findings.

All programs accredited by the Council on Social Work Education’s (CSWE) Commission on Accreditation (COA) are required to measure and report student learning outcomes.  All students are assessed using a minimum of two measures on their mastery of the nine competencies that comprise the Educational Policy and Accreditation Standards (EPAS) and any additional competencies programs may choose to add. These holistic competencies reflect the dimensions (knowledge, values, skills, and cognitive & affective processes) of social work practice that all social workers are expected to master during their professional training.

Programs determine a percentage-based benchmark for each competency and determine an outcome-measure benchmark (minimum score) for each measure. The competency benchmark (which can differ for each competency) represents the minimum percent of students the program expects to have achieved the outcome measure benchmarks in both/all measures for each of the nine competencies. The program then determines the percentage of students that attained each outcome measure (e.g., minimum score or higher), and aggregates the percentages for both/all measures together to obtain the percentage of students demonstrating competence inclusive of two (2) or more measures. The result of aggregating both/all outcome measure percentages provides the percentage of students achieving the competency benchmark. An aggregated percentage at or above the competency benchmark is considered achievement of that competency. If the program has more than one program option, the program must report data for each program option, and also an aggregate of all program options combined to determine an overall percentage of students across all program options achieving the competency benchmark.

**Posting Form AS 4 for Ongoing Compliance with AS 4.0.3**

Per the requirement of CSWE COA’s recognizing body, the Council on Higher Education Accreditation (CHEA), and accreditation standard 4.0.3, programs must post this form publicly on its website and routinely up-date (minimally every 2 years) its findings. Upon request, programs must provide CSWE with the weblink to the published form on the program’s website where it is accessible to the public. Data presented on the form must be collected within 2 years of today’s date at all times.

**Summary of the Program’s Assessment Plan | Generalist Practice**

All students are assessed using a minimum of two measures on their mastery of the nine competencies that comprise the Educational Policy and Accreditation Standards of the Council on Social Work Education and any additional competencies programs may choose to add. Summarize the program’s competency-based assessment plan. Programs may add/delete rows to accurately reflect the number measures included in the data presented.

|  |  |
| --- | --- |
| **Assessment Measure #1: [INSTRUMENT NAME]** | |
| Dimension(s) assessed: |  |
| When/where students are assessed: |  |
| Who assessed student competence: |  |
| Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9: |  |
| *(Add additional rows if Outcome Measure Benchmarks are different per competency)* |  |
| Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9: |  |
| *(Add additional rows if Competency Benchmarks are different per competency)* |  |
| **Assessment Measure #2: [INSTRUMENT NAME]** | |
| Dimension(s) assessed: |  |
| When/where students are assessed: |  |
| Who assessed student competence: |  |
| Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9: |  |
| *(Add additional rows if Outcome Measure Benchmarks are different per competency)* |  |
| Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9: |  |
| *(Add additional rows if Competency Benchmarks are different per competency)* |  |
| **[optional] Assessment Measure #3: [INSTRUMENT NAME]**  *(Repeat table for each additional measure)* | |

**Summary of the Program’s Assessment Plan | Specialized Practice**

Students are assessed using a minimum of two measures on their mastery of the nine competencies that comprise the Educational Policy and Accreditation Standards of the Council on Social Work Education and any additional competencies programs may choose to add, that reflect the area of specialized practice. Summarize the program’s competency-based assessment plan. Programs may add/delete rows to accurately reflect the number of areas of specialized practice and each measure included in the data presented.

**Area of Specialized Practice #1: [SPECIALIZATION NAME]**

*(Add tables to accurately reflect the number of specializations)*

|  |  |
| --- | --- |
| **Assessment Measure #1: [INSTRUMENT NAME]** | |
| Dimension(s) assessed: |  |
| When/where students are assessed: |  |
| Who assessed student competence: |  |
| Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9: |  |
| *(Add additional rows if Outcome Measure Benchmarks are different per competency)* |  |
| Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9: |  |
| *(Add additional rows if Competency Benchmarks are different per competency)* |  |
| **Assessment Measure #2: [INSTRUMENT NAME]** | |
| Dimension(s) assessed: |  |
| When/where students are assessed: |  |
| Who assessed student competence: |  |
| Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9: |  |
| *(Add additional rows if Outcome Measure Benchmarks are different per competency)* |  |
| Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9: |  |
| *(Add additional rows if Competency Benchmarks are different per competency)* |  |
| **[optional] Assessment Measure #3: [INSTRUMENT NAME]**  *(Repeat table for each additional measure)* | |

**Directions for completing Form AS 4**

Indicate the benchmark percentage for each competency. The competency benchmark is the percent of students the program expects to have achieved both/all outcome measure benchmarks. Programs calculate the percentage of students achieving each outcome measure benchmark, then calculate the percentage of students achieving each competency inclusive of two or more measures for each program option. Programs with multiple program options must present data for each program option, and in aggregate inclusive of all program options per competency. Programs may add/delete columns and to accurately reflect the number of program options offered. This is a required form. The assessment data table may be altered to accurately reflect the number of program options offered and additional program-developed competencies. However, beyond these formatting alternations, the program may not alter the content of this form.

**Assessment Data Collected during the Academic Year (20XX-20XX)**

**Program Option #1: (IDENTIFY LOCATION/DELIVERY METHOD)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **COMPETENCY** | **COMPETENCY BENCHMARK (%) (GENERALIST)** | **COMPETENCY BENCHMARK**  **(AREA OF SPECIALIZED PRACTICE)** | **PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK** | | | |
|  |  |  | **Generalist Practice**  **n = (Number of students)** | **Area of Specialized Practice #1 (Identify Specialization)**  **n = (Number of students)** | **Area of Specialized Practice #2 (Identify Specialization)**  **n = (Number of students)** | **Area of Specialized Practice #3 (Identify Specialization)**  **n = (Number of students)** |
| **Competency 0: Sample Row** *(Delete this row prior to submission and/or posting)*  *Disclaimer:* This is an example row, programs are solely responsible for selecting their benchmarks. COA does not endorse nor recommend any specific benchmarks. | **e.g. 80%** of students will demonstrate competence inclusive of 2 or more measures | **e.g. 90%** of students will demonstrate competence inclusive of 2 or more measures | (Measure 1 + Measure 2 / 2)  **e.g. 85%** | (Measure 1 + Measure 2 / 2)  **e.g. 90%** | (Measure 1 + Measure 2 / 2)  **e.g. 85%** | (Measure 1 + Measure 2 / 2)  **e.g. 80%** |
| **Competency 1: Demonstrate Ethical and Professional Behavior** |  |  |  |  |  |  |
| **Competency 2: Engage Diversity and Difference in Practice** |  |  |  |  |  |  |
| **Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice** |  |  |  |  |  |  |
| **Competency 4: Engage in Practice-informed Research and Research-informed Practice** |  |  |  |  |  |  |
| **Competency 5: Engage in Policy Practice** |  |  |  |  |  |  |
| **Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities** |  |  |  |  |  |  |
| **Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities** |  |  |  |  |  |  |
| **Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities** |  |  |  |  |  |  |
| **Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities** |  |  |  |  |  |  |
| **Any additional Competency(ies) Developed by the Program** |  |  |  |  |  |  |

**OVERALL ASSESSMENT OF STUDENT LEARNING OUTCOMES**

**(Aggregate Findings for All Students from All Program Options Combined)**

**Assessment Data Collected during the Academic Year (20XX-20XX)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **COMPETENCY** | **COMPETENCY BENCHMARK**  **(GENERALIST)** | **COMPETENCY BENCHMARK**  **(AREA OF SPECIALIZED PRACTICE)** | **PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK** | | | |
|  |  |  | **Generalist Practice** | **Area of Specialized Practice #1 (Identify Specialization)** | **Area of Specialized Practice #2 (Identify Specialization)** | **Area of Specialized Practice #3 (Identify Specialization)** | |
| **Competency 0: Sample Row**  *(Delete this row prior to submission and/or posting)*  *Disclaimer:* This is an example row, programs are solely responsible for selecting their benchmarks. COA does not endorse nor recommend any specific benchmarks. | **e.g. 80%** of students will demonstrate competence inclusive of 2 or more measures | **e.g. 90%** of students will demonstrate competence inclusive of 2 or more measures | (Aggregate percentage of students, inclusive of all program options, who demonstrated competence)  **e.g. 85%** | (Aggregate percentage of students, inclusive of all program options, who demonstrated competence)  **e.g. 95%** | (Aggregate percentage of students, inclusive of all program options, who demonstrated competence)  **e.g. 90%** | (Aggregate percentage of students, inclusive of all program options, who demonstrated competence)  **e.g. 80%** | |
| **Competency 1: Demonstrate Ethical and Professional Behavior** |  |  |  |  |  |  | |
| **Competency 2: Engage Diversity and Difference in Practice** |  |  |  |  |  |  | |
| **Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice** |  |  |  |  |  |  | |
| **Competency 4: Engage In Practice-informed Research and Research-informed Practice** |  |  |  |  |  |  | |
| **Competency 5: Engage in Policy Practice** |  |  |  |  |  |  | |
| **Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities** |  |  |  |  |  |  | |
| **Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities** |  |  |  |  |  |  | |
| **Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities** |  |  |  |  |  |  | |
| **Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities** |  |  |  |  |  |  | |
| **Any Additional Competency(ies) Developed by the Program** |  |  |  |  |  |  | |

|  |
| --- |
| 1. Compliance Statement: The program updates Form AS 4 (B) and/or Form AS 4(M) on its website with the most recent assessment outcomes for each program option. |

**Active Hyperlink to the Public Webpage where Assessment Outcomes are Posted:**

|  |
| --- |
| 1. Compliance Statement: The program updates the Form AS 4(B) and/or Form AS 4(M) minimally every 2 years for each program option. |

**Academic rear reflected in *Form AS 4(B/M)* published on the program’s website:**

**20XX – 20XX**

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways: *[reporting separate outcomes for each program option is required]*

|  |
| --- |
| Accreditation Standard 4.0.4:*The program describes the process used to evaluate outcomes and their implications for program renewal across program options. It discusses specific changes it has made in the program based on these assessment outcomes with clear links to the data.* |

*[COMPLETE]*

|  |
| --- |
| 1. Compliance Statement: The narrative describes the process used to evaluate outcomes for each program option. |

|  |
| --- |
| 1. Compliance Statement: The narrative describes the implications for program renewal across all program options. |

|  |
| --- |
| 1. Compliance Statement: The narrative discusses specific changes it has made in the program based on these assessment outcomes with clear links to the data for each program option. |

|  |  |  |  |
| --- | --- | --- | --- |
| **COMPETENCY** | **COMPETENCY BENCHMARK** | **% ATTAINING** | **BENCHMARK MET? (Yes/No)**  **Changes Made or Planned** |
| **Competency 1: Demonstrate Ethical and Professional Behavior** |  |  | *[Detail program changes made or planned]*  *[If no changes were made, explain why]* |
| **Competency 2: Engage Diversity and Difference in Practice** |  |  | *[Detail program changes made or planned]*  *[If no changes were made, explain why]* |
| **Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice** |  |  | *[Detail program changes made or planned]*  *[If no changes were made, explain why]* |
| **Competency 4: Engage In Practice-informed Research and Research-informed Practice** |  |  | *[Detail program changes made or planned]*  *[If no changes were made, explain why]* |
| **Competency 5: Engage in Policy Practice** |  |  | *[Detail program changes made or planned]*  *[If no changes were made, explain why]* |
| **Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities** |  |  | *[Detail program changes made or planned]*  *[If no changes were made, explain why]* |
| **Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities** |  |  | *[Detail program changes made or planned]*  *[If no changes were made, explain why]* |
| **Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities** |  |  | *[Detail program changes made or planned]*  *[If no changes were made, explain why]* |
| **Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities** |  |  | *[Detail program changes made or planned]*  *[If no changes were made, explain why]* |
| *[Add rows for each competency added by the program, if applicable]* |  |  | *[Detail program changes made or planned]*  *[If no changes were made, explain why]* |

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways:

|  |
| --- |
| Accreditation Standard 4.0.5:*For each program option, the program provides its plan and summary data for the assessment of the implicit curriculum as defined in EP 4.0 from program-defined stakeholders. The program discusses implications for program renewal and specific changes it has made based on these assessment outcomes.* |

*[COMPLETE]*

|  |
| --- |
| 1. Compliance Statement: For each program option, the narrative provides the program’s plan for assessing the implicit curriculum, including program-defined stakeholders. |

**Methodology of Assessment:**

*[Describe all procedures followed for conducting assessment]*

**Area(s) of Implicit Curriculum Assessed:**

*[Identify areas under Educational Policy 4.0 being assessed by this method]*

**Stakeholders Assessing the Program:**

*[Identify who was in the implicit curriculum plan]*

**Tools/Instruments Used:**

*[Provide copies of all tools used for conducting assessment]*

|  |
| --- |
| 1. Compliance Statement: For each program option, the narrative provides summary data for the assessment of the implicit curriculum, as defined in EP 4.0, including program-defined stakeholders. |

**Detailed Findings:**

*[Provide a narrative or table detailing findings, providing specific outcomes for each program option]*

|  |
| --- |
| 1. Compliance Statement: For each program option, the narrative discusses the implications for program renewal and specific changes it has made based on these assessment outcomes. |

**Specific Changes Made or Planned:**

*[Describe changed made to the program based on the findings]*

**Program Options:**

*Select One:*

The program has only one (1) option.

Our response/compliance plan is the same for all program options.

Our response/compliance plan differs between program options in the following ways: