**Benchmark II Review Brief**

**Council on Social Work Education**

**Commission on Accreditation**

**2015 EPAS**

**Email this brief to the assigned commission visitor in Word Document format along with the program’s benchmark documents, volumes 1-3.**

The Benchmark II Review Brief Form is a tool used by the Commission on Accreditation (COA) commission visitor to report their evaluation of the program during Commission Visit I.

Section 1

The program completes identifying information in section 1.

Section 2

The Benchmark II Review Brief lists each accreditation standard (AS), related educational policies (EP), and compliance statements for accreditation standards under **Approval of the Following Accreditation Standards** in Benchmark II. The compliance statements originate from the Compliance, Concern, and Noncompliance (C/C/NC) Document [available on the CSWE website]. It provides a rubric of compliance, concern, and noncompliance criteria for each Accreditation Standard (AS) and related Educational Policies (EP).

* **Compliance** indicates that the program narrative addressed the minimum requirements for completely and clearly meeting an accreditation standard and related educational policy.
* **Concern** indicates that the program narrative is either unclear or inadequate in addressing an accreditation standard and related educational policy.
* **Noncompliance** indicates that the program narrative either does not meet or does not address an accreditation standard and related educational policy.

In the *Location* column of section 2, the program indicates the document name and page number where each compliance statement is addressed in the program’s *Benchmark II.* The Commissioner reader types “concern” in the *Concern* column next to relevant compliance statements of accreditation standards not sufficiently demonstrated. For any compliance statement of an accreditation standard marked as a concern, the commission reader indicates their reasoning in the *Comments* column.

Section 3

The Benchmark II Review Brief lists each accreditation standard (AS), related educational policies (EP), and compliance statements for accreditation standards under **Draft of the Following Accreditation Standards** in *Benchmark II*. The compliance statements are from the Compliance, Concern, and Noncompliance (C/C/NC) Statements [available on the CSWE website].

In the *Location* column of section 3, the program indicates the document name and page number where each compliance statement is addressed in the program’s *Benchmark II*. The commission visitor types suggestions for improvement to be used when the program prepares its *Benchmark III* in the *Comments* column.

Section 4

The commission visitor uses section 4 to report on the Commissioner visit to the Commission on Accreditation and summarize areas of concern.

Section 5

The commission readers use section 5 to recommend a decision to the Commission on Accreditation and summarize areas of concern, if applicable.

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**Section 1, Part 1: Contact & Benchmark 2 Submission Information**

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| **Institution Information** | |  | **Program’s Primary Contact** | |
| College/University: |  |  | Name: |  |
| Institution’s Chief Administrator *(president, chancellor, etc.)* Name: |  |  | Title:  *(program director, dean, etc)*. |  |
| City, State: |  |  | Phone: |  |
| Email Address: |  |  | Email Address: |  |
|  |
| Date Submitted: |  |  | Program Website URL: |  |

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| **Program** **Level** *(check one)*: | |
|  | Baccalaureate Program |
|  | Master’s Program |
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**Section 1, Part 2: Program Options**

Program options are defined in the 2015 EPAS glossary as various structured pathways to degree completion and include *In-person/Face-to-Face/Traditional,* such as a main campus or branch/satellite campus, and *Distance Education* which includes online, broadcast site, and correspondence options.Program option types and definitions are located in policy 1.2.4. *Program Changes* in the [EPAS Handbook](https://www.cswe.org/Accreditation/Standards-and-Policies/EPAS-Handbook)*.*

**IMPORTANT BENCHMARK INSTRUCTIONS!**

* The benchmark narrative must demonstrate that each program option is explicitly addressed in response to each accreditation standard.
* A separately labeled response must be provided for each program option.
* If the program’s response to the standard is the same across all program options, the program must explicitly state this under each relevant accreditation standard.
* For each accreditation standard, an explanation of why or how the standard is implemented the same or differently across program options must be provided.
* Programs may choose to implement an accreditation standard the same or differently for each program option.
* To provide general guidance to programs regarding EPAS areas in which compliance may be addressed differently across program options, the COA divided the standards into two categories:
  1. *Program compliance narratives that may be the same\* across all program options*
  2. *Program compliance narratives that may be different\* across all program options*.

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| **1) Program compliance narratives that may be the same across all program options** **and require an explicit narrative explanation, include the following standards:**  1.0.1, 1.0.3, B2.0.1, B2.0.2, B2.0.3, M2.0.1, M2.0.2, M2.0.3, 2.2.1, B2.2.2, M2.2.2, M2.2.3, 2.2.6, 2.2.11, B3.1.1, M3.1.1, 3.1.2, M3.1.3, 3.1.4, 3.1.5, 3.1.7, 3.1.8, 3.2.1, 3.2.2, 3.2.3, B3.2.4, M3.2.4, 3.2.5, 3.2.6, 3.2.7, 3.3.1, 3.3.4, B3.3.4(a), B3.3.4(b), B3.3.4(c), M3.3.4(a), M3.3.4(b), M3.3.4(c), 3.3.5, 3.3.5(a), B3.3.5(b), B3.3.5(c), M3.3.5(b), M3.3.5(c), 3.3.6, 3.4.1, and 3.4.4. |
| **2) Program compliance narratives that may be different across all program options and require an explicit narrative explanation, include the following standards:**  1.0.2, M2.1.1, M2.1.2, M2.1.3, M2.1.4, 2.2.4, 2.2.5, 2.2.7, 2.2.8, B2.2.9, M2.2.9, 2.2.10, 3.0.1, 3.0.2, 3.0.3, 3.1.6, 3.1.9, 3.1.10, 3.3.2, 3.3.3, 3.4.2, 3.4.3, 3.4.5, 3.4.6, 4.0.1, 4.0.2, 4.0.3, 4.0.4, and 4.0.5. |

***\*Disclaimer:*** This divide serves as general guidance only. The divide may/not be applicable to the program. In response to every standard, the program is responsible for explicitly addressing compliance for each program option according to its unique context and operations.

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| **Identify All Program Options Offered by the Program** | | | | |
| **Number of Program Options:** | **Program Option Name:** | **Location:** | **Delivery Method\*\*:**  *(check only one per row)* | **Percentage of the Curriculum Delivered Online:**  *(check only one per row)* |
| **1** |  | [City, State, Country or Online] | In-person/Face-to-Face/ Traditional  ☐ Main/Primary Campus  ☐ Branch/Satellite Campus  Distance Education:  ☐ Online  ☐ Broadcast Site  ☐ Correspondence | ☐ 0-50%  ☐ 51-100% |
| **2** |  | [City, State, Country or Online] | In-person/Face-to-Face/ Traditional  ☐ Main/Primary Campus  ☐ Branch/Satellite Campus  Distance Education:  ☐ Online  ☐ Broadcast Site  ☐ Correspondence | ☐ 0-50%  ☐ 51-100% |
| **3** |  | [City, State, Country or Online] | In-person/Face-to-Face/ Traditional  ☐ Main/Primary Campus  ☐ Branch/Satellite Campus  Distance Education:  ☐ Online  ☐ Broadcast Site  ☐ Correspondence | ☐ 0-50%  ☐ 51-100% |
| **4** |  | [City, State, Country or Online] | In-person/Face-to-Face/ Traditional  ☐ Main/Primary Campus  ☐ Branch/Satellite Campus  Distance Education:  ☐ Online  ☐ Broadcast Site  ☐ Correspondence | ☐ 0-50%  ☐ 51-100% |
| **5** |  | [City, State, Country or Online] | In-person/Face-to-Face/ Traditional  ☐ Main/Primary Campus  ☐ Branch/Satellite Campus  Distance Education:  ☐ Online  ☐ Broadcast Site  ☐ Correspondence | ☐ 0-50%  ☐ 51-100% |
| **#** | [add or delete additional rows as needed] |  |  |  |

*\*\*****Program option types******and definitions*** *are located in policy 1.2.4 Program Changes in the* [*EPAS Handbook*](https://www.cswe.org/Accreditation/Standards-and-Policies/EPAS-Handbook)*. Note that learning sites (locations where 50% or less of the curriculum is delivered) and hybrid/blended curriculum designs (previously established CSWE-approved locations where 50% or less of the curriculum is delivered online) are not considered additional program options and should not be listed in the table above nor identified as separate program options in the program’s accreditation documents.*

**Section 2** of the Benchmark II Review Brief lists each accreditation standard (AS), related educational policies (EP), and compliance statements for accreditation standards under **Approval of with the Following Accreditation Standards** in Benchmark II. In the *Location* column, the program indicates the document name and page number where each compliance statement is addressed in the program’s Benchmark II. In the *Concern* column, the commission visitor types “concern”, next to each compliance statement, where the program narrative is either unclear or inadequate in addressing an accreditation standard and related educational policy. The commission visitor indicates their reasoning in the *Comments* column for any compliance statement marked concern.

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| **Accreditation Standard 2.0—Curriculum**  The descriptions of the nine Social Work Competencies presented in the EPAS identify the knowledge, values, skills, cognitive and affective processes, and behaviors associated with competence at the generalist level of practice. | | | | |
| **Nine Required Social Work Competencies**  The nine Social Work Competencies are listed below. Programs may add competencies that are consistent with their mission and goals and respond to their context. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice.  Competency 1 – Demonstrate Ethical and Professional Behavior  Competency 2 – Engage Diversity and Difference in Practice  Competency 3 – Advance Human Rights and Social, Economic, and Environmental Justice  Competency 4 – Engage In Practice-informed Research and Research-informed Practice  Competency 5 – Engage in Policy Practice  Competency 6 – Engage with Individuals, Families, Groups, Organizations, and Communities  Competency 7 – Assess Individuals, Families, Groups, Organizations, and Communities  Competency 8 – Intervene with Individuals, Families, Groups, Organizations, and Communities  Competency 9 – Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities | | | | |
| **Accreditation Standard** | **Compliance Statement** | **Location**  *(page # in BM2)* | **Concern**  *(COA visitor)* | **Comments**  *(COA visitor)* |
| **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. | 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. |  |  |  |
| **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. | 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. |  |  |  |

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| **Educational Policy M2.1—Specialized Practice**  Specialized practice builds on generalist practice as described in EP 2.0, adapting and extending the Social Work Competencies for practice with a specific population, problem area, method of intervention, perspective or approach to practice. Specialized practice augments and extends social work knowledge, values, and skills to engage, assess, intervene, and evaluate within an area of specialization. Specialized practitioners advocate with and on behalf of clients and constituencies in their area of specialized practice. Specialized practitioners synthesize and employ a broad range of interdisciplinary and multidisciplinary knowledge and skills based on scientific inquiry and best practices, and consistent with social work values. Specialized practitioners engage in and conduct research to inform and improve practice, policy, and service delivery.  The master’s program in social work prepares students for specialized practice. Programs identify the specialized knowledge, values, skills, cognitive and affective processes, and behaviors that extend and enhance the nine Social Work Competencies and prepare students for practice in the area of specialization.  **Nine Required** **Social Work Competencies**  The nine Social Work Competencies are listed below. Programs may add competencies that are consistent with their mission and goals and respond to their context. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice.  Competency 1 – Demonstrate Ethical and Professional Behavior  Competency 2 – Engage Diversity and Difference in Practice  Competency 3 – Advance Human Rights and Social, Economic, and Environmental Justice  Competency 4 – Engage In Practice-informed Research and Research-informed Practice  Competency 5 – Engage in Policy Practice  Competency 6 – Engage with Individuals, Families, Groups, Organizations, and Communities  Competency 7 – Assess Individuals, Families, Groups, Organizations, and Communities  Competency 8 – Intervene with Individuals, Families, Groups, Organizations, and Communities  Competency 9 – Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities | | | | |
| **Accreditation Standard** | **Compliance Statement** | **Location**  *(page # in BM2)* | **Concern**  *(COA visitor)* | **Comments**  *(COA visitor)* |
| **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. | 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. |  |  |  |

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| **Educational Policy 2.2—Signature Pedagogy: Field Education**  Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline -- to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum – classroom and field – are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program. | | | | |
| **Accreditation Standard 2.2—Field Education** | | | | |
| **Accreditation Standard** | **Compliance Statement** | **Location**  *(page # in BM2)* | **Concern**  *(COA visitor)* | **Comments**  *(COA visitor)* |
| **2.2.1:** The program explains how its field education program connects the theoretical and conceptual contributions of the classroom and field settings. | Narrative explains how the program’s field education program connects the theoretical and conceptual contributions of classroom and field across all program options. |  |  |  |
| **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. | 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. |  |  |  |
| Narrative illustrates how these generalist practice opportunities are accomplished in field settings across all program options. |  |  |  |
| **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. | 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. |  |  |  |
| Narrative illustrates how these generalist practice opportunities are accomplished in field settings across all program options. |  |  |  |

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| **Accreditation Standard** | **Compliance Statement** | **Location**  *(page # in BM2)* | **Concern**  *(COA visitor)* | **Comments**  *(COA visitor)* |
| **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. | 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. |  |  |  |
| Narrative illustrates how these specialized practice opportunities are accomplished in field settings across all program options. |  |  |  |
| **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. | 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. |  |  |  |
| **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. | 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. |  |  |  |
| Narrative describes how the program’s field education program provides a minimum of 900 hours for master's programs across all program options. |  |  |  |
| **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. | Narrative provides the program’s criteria for admission into field education across all program options. |  |  |  |
| 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. |  |  |  |

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| **Accreditation Standard** | **Compliance Statement** | **Location**  *(page # in BM2)* | **Concern**  *(COA visitor)* | **Comments**  *(COA visitor)* |
| **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. | Narrative describes how the program’s field education program specifies policies, criteria, and procedures for selecting field settings across all program options. |  |  |  |
| Narrative describes how the program’s field education program specifies policies, criteria, and procedures for placing and monitoring students across all program options. |  |  |  |
| Narrative describes how the program’s field education program specifies policies, criteria, and procedures for supporting student safety across all program options. |  |  |  |
| 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. |  |  |  |
| **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. | Narrative describes how the program’s field education program maintains contact with field settings across all program options. |  |  |  |
| Narrative explains how on-site contact or other methods are used to monitor student learning and field setting effectiveness across all program options. |  |  |  |

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| **Accreditation Standard** | **Compliance Statement** | **Location**  *(page # in BM2)* | **Concern**  *(COA visitor)* | **Comments**  *(COA visitor)* |
| **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. | 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. |  |  |  |
| Narrative demonstrates that 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. |  |  |  |
| 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. |  |  |  |
| Narrative describes how the social work perspective is reinforced across all program options. |  |  |  |

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| **Accreditation Standard** | **Compliance Statement** | **Location**  *(page # in BM2)* | **Concern**  *(COA visitor)* | **Comments**  *(COA visitor)* |
| **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. | 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. |  |  |  |
| Narrative demonstrates that 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 degree practice experience in social work. |  |  |  |
| 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. |  |  |  |
| Narrative describes how the social work perspective is reinforced in such cases across all program options. |  |  |  |
| **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. | 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. |  |  |  |

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| **Accreditation Standard** | **Compliance Statement** | **Location**  *(page # in BM2)* | **Concern**  *(COA visitor)* | **Comments**  *(COA visitor)* |
| **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. | 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. |  |  |  |
| Narrative describes how assignments and field education supervision are not the same as those of the student’s employment across all program options. |  |  |  |

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| **Educational Policy 3.0**—**Diversity**  The program’s expectation for diversity is reflected in its learning environment, which provides the context through which students learn about differences, to value and respect diversity, and develop a commitment to cultural humility. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. The learning environment consists of the program’s institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body. | | | | |
| **Accreditation Standard 3.0—Diversity** | | | | |
| **Accreditation Standard** | **Compliance Statement** | **Location**  *(page # in BM2)* | **Concern**  *(COA visitor)* | **Comments**  *(COA visitor)* |
| **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. | 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. |  |  |  |
| **3.0.2:** The program explains how these efforts provide a supportive and inclusive learning environment. | Narrative explains how these efforts provide a supportive and inclusive learning environment across all program options. |  |  |  |

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| **Educational Policy 3.1—Student Development**  Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. Student participation in formulating and modifying policies affecting academic and student affairs are important for students’ professional development.  To promote the social work education continuum, graduates of baccalaureate social work programs admitted to master’s social work programs are presented with an articulated pathway toward specialized practice. | | | | |
| **Accreditation Standard 3.1—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation** | | | | |
| ***Advisement, retention, and termination*** | | | | |
| **Accreditation Standard** | **Compliance Statement** | **Location**  *(page # in BM2)* | **Concern**  *(COA visitor)* | **Comments**  *(COA visitor)* |
| **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. | Narrative describes the program’s academic and professional advising policies and procedures across all program options. |  |  |  |
| Narrative documents that professional advising is provided by social work program faculty, staff, or both across all program options. |  |  |  |
| **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 | 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. |  |  |  |
| 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. |  |  |  |

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| **Accreditation Standard** | **Compliance Statement** | **Location**  *(page # in BM2)* | **Concern**  *(COA visitor)* | **Comments**  *(COA visitor)* |
| **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. | 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. |  |  |  |
| Narrative describes how the program informs students of these policies and procedures across all program options. |  |  |  |
| ***Student participation*** | | | | |
| **3.1.9:** The program describes its policies and procedures specifying students’ rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs. | Narrative describes the program’s policies and procedures specifying students’ rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs for each program option. |  |  |  |
| **3.1.10:** The program demonstrates how it provides opportunities and encourages students to organize in their interests. | Narrative demonstrates how the program provides opportunities and encourages students to organize in their interests for each program option. |  |  |  |

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| **Educational Policy 3.2—Faculty**  Faculty qualifications, including experience related to the Social Work Competencies, an appropriate student-faculty ratio, and sufficient faculty to carry out a program’s mission and goals, are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, research, scholarship, and service – as well as their interactions with one another, administration, students, and community – the program’s faculty models the behavior and values expected of professional social workers. Programs demonstrate that faculty is qualified to teach the courses to which they are assigned. | | | | |
| **Accreditation Standard 3.2—Faculty** | | | | |
| **Accreditation Standard** | **Compliance Statement** | **Location**  *(page # in BM2)* | **Concern**  *(COA visitor)* | **Comments**  *(COA visitor)* |
| **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. | 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. |  |  |  |
| **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. | 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. |  |  |  |

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| **Educational Policy 3.2—Faculty**  Faculty qualifications, including experience related to the Social Work Competencies, an appropriate student-faculty ratio, and sufficient faculty to carry out a program’s mission and goals, are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, research, scholarship, and service – as well as their interactions with one another, administration, students, and community – the program’s faculty models the behavior and values expected of professional social workers. Programs demonstrate that faculty is qualified to teach the courses to which they are assigned.one another, administration, students, and community—the program’s faculty models the behavior and values expected of professional social workers. | | | | |
| **Accreditation Standard 3.2—Faculty** | | | | |
| **Accreditation Standard** | **Compliance Statement** | **Location**  *(page # in BM2)* | **Concern**  *(COA visitor)* | **Comments**  *(COA visitor)* |
| **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. | 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. |  |  |  |
| 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. |  |  |  |
| **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. | 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. (No fewer than 5 at Commission Visit II, and 6 at Commission Visit III). |  |  |  |
| 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. |  |  |  |

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| **Educational Policy 3.3**—**Administrative Structure**  Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. Faculty and administrators exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers. The administrative structure is sufficient to carry out the program’s mission and goals. In recognition of the importance of field education as the signature pedagogy, programs must provide an administrative structure and adequate resources for systematically designing, supervising, coordinating, and evaluating field education across all program options. | | | | |
| **Accreditation Standard 3.3**—**Administrative Structure** | | | | |
| **Accreditation Standard** | **Compliance Statement** | **Location**  *(page # in BM2)* | **Concern**  *(COA visitor)* | **Comments**  *(COA visitor)* |
| **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. | Narrative describes the program’s administrative structure across all program options. |  |  |  |
| Narrative demonstrates how the program’s administrative structure provides the necessary autonomy to achieve the program’s mission and goals across all program options. |  |  |
| **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. | 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. |  |  |  |
| **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. | 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. |  |  |  |

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| **Educational Policy 3.3**—**Administrative Structure**  Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. Faculty and administrators exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers. The administrative structure is sufficient to carry out the program’s mission and goals. In recognition of the importance of field education as the signature pedagogy, programs must provide an administrative structure and adequate resources for systematically designing, supervising, coordinating, and evaluating field education across all program options. | | | | |
| **Accreditation Standard 3.3**—**Administrative Structure** | | | | |
| **Accreditation Standard** | **Compliance Statement** | **Location**  *(page # in BM2)* | **Concern**  *(COA visitor)* | **Comments**  *(COA visitor)* |
| **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. | Narrative identifies the social work program director inclusive of all program options. |  |  |  |
| In institutions with accredited baccalaureate and master’s programs, narrative demonstrates that a separate director is appointed to each program. |  |  |  |
| **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. | 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. |  |  |  |
| 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. |  |  |  |
| **B3.3.4 (b):** The program provides documentation that the director has a full-time appointment to the social work baccalaureate program. | Narrative provides documentation that the director has a full-time appointment to the social work baccalaureate program inclusive of all program options. |  |  |  |

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| **Accreditation Standard** | **Compliance Statement** | **Location**  *(page # in BM2)* | **Concern**  *(COA visitor)* | **Comments**  *(COA visitor)* |
| **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. | 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. |  |  |  |
| 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. |  |  |  |
| Narrative discusses that this time is sufficient for each program option. |  |  |  |
| **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. | 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 workacross all program options. |  |  |  |
| Narrative documents that the director has a master’s degree in social work from a CSWE-accredited program. |  |  |  |
| **M3.3.4 (b):** The program provides documentation that the director has a full-time appointment to the social work master’s program. | Narrative provides documentation that the director has a full-time appointment to the social work master’s program inclusive of all program options. |  |  |  |

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| **Accreditation Standard** | **Compliance Statement** | **Location**  *(page # in BM2)* | **Concern**  *(COA visitor)* | **Comments**  *(COA visitor)* |
| **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. | 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. |  |  |  |
| 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 |  |  |  |
| Narrative discusses that this time is sufficient for each program options. |  |  |  |
| **3.3.5:** The program identifies the field education director. | Narrative identifies the social work field education director inclusive of all program options. |  |  |  |
| **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. | 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. |  |  |  |
| **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. | 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. |  |  |  |
| **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. | 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. |  |  |  |

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| **Accreditation Standard** | **Compliance Statement** | **Location**  *(page # in BM2)* | **Concern**  *(COA visitor)* | **Comments**  *(COA visitor)* |
| **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. | Narrative describes the procedures for determining the program director’s assigned time to provide educational and administrative leadership for field education inclusive of all program options. |  |  |  |
| 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. |  |  |  |
| Narrative discusses that this time is sufficient for each program option. |  |  |  |
| **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. | Narrative describes the procedures for determining the program director’s assigned time to provide educational and administrative leadership for field education inclusive of all program options. |  |  |  |
| 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. |  |  |  |
| Narrative discusses that this time is sufficient for each program option. |  |  |  |

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| **Educational Policy 3.4—Resources**  Adequate resources are fundamental to creating, maintaining, and improving an educational environment that supports the development of competent social work practitioners. Social work programs have the necessary resources to carry out the program’s mission and goals and to support learning and professionalization of students and program improvement. | | | | |
| **Accreditation Standard** | **Compliance Statement** | **Location**  *(page # in BM2)* | **Concern**  *(COA visitor)* | **Comments**  *(COA visitor)* |
| **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. | 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. |  |  |  |
| **3.4.5:** The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals. | 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. |  |  |  |
| **3.4.6:** The program describes, for each program option, the availability of and access to assistive technology, including materials in alternative formats. | Narrative describes, for each program option, the availability of and access to assistive technology, including materials in alternative formats. |  |  |  |

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| **Educational Policy 4.0—Assessment**  Assessment is an integral component of competency-based education. Assessment involves the systematic gathering of data about student performance of Social Work Competencies at both the generalist and specialized levels of practice.  Competence is perceived as holistic, involving both performance and the knowledge, values, critical thinking, affective reactions, and exercise of judgment that inform performance. Assessment therefore must be multi-dimensional and integrated to capture the demonstration of the competencies and the quality of internal processing informing the performance of the competencies. Assessment is best done while students are engaged in practice tasks or activities that approximate social work practice as closely as possible. Practice often requires the performance of multiple competencies simultaneously; therefore, assessment of those competencies may optimally be carried out at the same time.  Programs assess students’ demonstration of the Social Work Competencies through the use of multi-dimensional assessment methods. Assessment methods are developed to gather data that serve as evidence of student learning outcomes and the demonstration of competence. Understanding social work practice is complex and multi-dimensional, the assessment methods used and the data collected may vary by context.  Assessment information is used to guide student learning, assess student outcomes, assess and improve effectiveness of the curriculum, and strengthen the assessment methods used.  Assessment also involves gathering data regarding the implicit curriculum, which may include but is not limited to an assessment of diversity, student development, faculty, administrative and governance structure, and resources. Data from assessment continuously inform and promote change in the explicit curriculum and the implicit curriculum to enhance attainment of Social Work Competencies. | | | | |
| **Accreditation Standard** | **Compliance Statement** | **Location**  *(page # in BM2)* | **Concern**  *(COA visitor)* | **Comments**  *(COA visitor)* |
| **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 EP4.0. * 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. | 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. |  |  |  |
| Assessment of competence was done by program designated faculty or field personnel for all program options. |  |  |  |
| 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. |  |  |  |
| Program provides at least two measures to assess each competency, including any competencies added by the program for all program options. |  |  |  |
| At least one of the assessment measures is based on demonstration of the competency in real or simulated practice situations for all program options. |  |  |  |
| 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. |  |  |  |
| Narrative includes benchmarks for each competency for all program options. |  |  |  |
| Narrative includes a rationale for each benchmark across all program options. |  |  |  |
| Narrative includes a description of how it is determined that students’ performance meets the benchmark for all program options. |  |  |  |
| Narrative provides an explanation of how the program determines the percentage of students achieving each benchmark for all program options. |  |  |  |
| Program provides copies of all assessment measures used to assess all identified competencies for all program options. |  |  |  |

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| **Accreditation Standard** | **Compliance Statement** | **Location**  *(page # in BM2)* | **Concern**  *(COA visitor)* | **Comments**  *(COA visitor)* |
| **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. | The narrative describes the process used to evaluate outcomes for each program option. |  |  |  |
| The narrative describes the implications for program renewal across all program options.(Compliance need not be demonstrated until BMIII). |  |  |  |
| 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.(Compliance need not be demonstrated until BMIII). |  |  |  |
| **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. | For each program option, the narrative provides the program plan for assessing the implicit curriculum, including program-defined stakeholders. |  |  |  |
| 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 (Compliance need not be demonstrated until BMIII). |  |  |  |
| For each program option, the narrative discusses the implications for program renewal and specific changes it has made based on these assessment outcomes (Compliance need not be demonstrated until BMIII). |  |  |  |

**Section 3** of the Benchmark II Review Brief lists each accreditation standard (AS), related educational policies (EP), and compliance statements for accreditation standards under **Draft of the Following Accreditation Standards** in Benchmark II. In the *Location* column, the program indicates the document name and page number where each compliance statement is addressed in the program’s Benchmark II. The commission reader types suggestions to improvement to be used when the program develops its Benchmark III document in the *Comments* column.

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| **Educational Policy 3.0**—**Diversity**  The program’s expectation for diversity is reflected in its learning environment, which provides the context through which students learn about differences, to value and respect diversity, and develop a commitment to cultural humility. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. The learning environment consists of the program’s institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body. | | | |
| **Accreditation Standard 3.0—Diversity** | | | |
| **Accreditation Standard** | **Compliance Statement** | **Location**  *(page # in BM2)* | **Comments**  *(COA visitor)* |
| **3.0.3:** The program describes specific plans to continually improve the learning environment to affirm and support persons with diverse identities. | Narrative describes specific plans to continually improve the learning environment to affirm and support persons with diverse identities across all program options. |  |  |

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| **Educational Policy 3.2—Faculty**  Faculty qualifications, including experience related to the Social Work Competencies, an appropriate student-faculty ratio, and sufficient faculty to carry out a program’s mission and goals, are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, research, scholarship, and service – as well as their interactions with one another, administration, students, and community – the program’s faculty models the behavior and values expected of professional social workers. Programs demonstrate that faculty is qualified to teach the courses to which they are assigned. | | | |
| **Accreditation Standard 3.2—Faculty** | | | |
| **Accreditation Standard** | **Compliance Statement** | **Location**  *(page # in BM2)* | **Comments**  *(COA visitor)* |
| **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. | 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. |  |  |
| Narrative explains how this ratio is calculated inclusive of all program options. |  |  |
| 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. |  |  |
| **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. | Narrative describes the program’s faculty workload policy across all program options. |  |  |
| Narrative discusses how the policy supports the achievement of institutional priorities and the program's mission and goals across all program options. |  |  |
| **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. | 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. |  |  |
| **3.2.7:** The program demonstrates how its faculty models the behavior and values of the profession in the program’s educational environment. | 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. |  |  |

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| **Educational Policy 3.3**—**Administrative Structure**  Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. Faculty and administrators exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers. The administrative structure is sufficient to carry out the program’s mission and goals. In recognition of the importance of field education as the signature pedagogy, programs must provide an administrative structure and adequate resources for systematically designing, supervising, coordinating, and evaluating field education across all program options. | | | |
| **Accreditation Standard 3.3**—**Administrative Structure** | | | |
| **Accreditation Standard** | **Compliance Statement** | **Location**  *(page # in BM2)* | **Comments**  *(COA visitor)* |
| **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. | Narrative describes the program’s administrative structure for field educationacross all program options. |  |  |
| 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. |  |  |

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| **Educational Policy 3.4—Resources**  Adequate resources are fundamental to creating, maintaining, and improving an educational environment that supports the development of competent social work practitioners. Social work programs have the necessary resources to carry out the program’s mission and goals and to support learning and professionalization of students and program improvement. | | | |
| **Accreditation Standard** | **Compliance Statement** | **Location**  *(page # in BM2)* | **Comments**  *(COA visitor)* |
| **3.4.2:** The program describes how it uses resources to address challenges and continuously improve the program. | Narrative describes how the program uses resources to address challenges and continuously improve the program for each program option. |  |  |

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| **Educational Policy 4.0—Assessment**  Assessment is an integral component of competency-based education. To evaluate the extent to which the competencies have been met, a system of assessment is central to this model of education. Data from assessment continuously inform and promote change in the explicit and implicit curriculum to enhance attainment of program competencies. | | | |
| **Accreditation Standard** | **Compliance Statement** | **Location**  *(page # in BM2)* | **Comments**  *(COA visitor)* |
| **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. | 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. |  |  |
| Narrative specifies the percentage of students achieving program benchmarks for each program optionfor each program option. |  |  |
| **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. | 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 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. |  |  |
| The program updates the Form AS 4(B) and/or Form AS 4(M) minimally every 2 years for each program option. |  |  |

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| **Accreditation Standard** | **Compliance Statement** | **Location**  *(page # in BM2)* | **Comments**  *(COA visitor)* |
| **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. | The narrative describes the process used to evaluate outcomes for each program option.  (Compliance needs to be demonstrated at BMII). |  |  |
| The narrative describes the implications for program renewal across all program options. |  |  |
| 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. |  |  |
| **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. | For each program option, the narrative provides the program plan for assessing the implicit curriculum, including program-defined stakeholders.  (Compliance needs to be demonstrated at BMII). |  |  |
| 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. |  |  |
| For each program option, the narrative discusses the implications for program renewal and specific changes it has made based on these assessment outcomes. |  |  |

**Section 4**

This section is used by the Commission Visitor to report on the commissioner visit to the Commission on Accreditation and summarize areas of concern for the program to address in its program response.

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| 1. Program Name: |  |
| 2. Commission Visitor Name: |  |
| 3. Commission Visit Date: |  |

4. List the groups and individuals from the program and university who met with the commission visitor.

5. Cite the relevant Accreditation Standard and list area(s) of concern or insufficient information. For each standard cited, specify what the program provided, what is missing or insufficient, and how you would instruct the program to address the concern.

* 1. **List Areas of Concern (*only* for Approval Standards from Section 2):**

*Accreditation Standard…:*

Specify what the program provided. Specify what is missing or insufficient.

The program is asked to… [instruct the program to address the concern or insufficient information]

*[repeat for each concern]*

* 1. **List Any Applicable Developmental Recommendations (*only* for Draft Standards from Section 3):**

*Accreditation Standard…:*

Specify any recommendations to the program for further improvement for future benchmarks. The program is not expected to respond to any of these recommendations in its program response.

*[repeat for each standard for which you have recommendations]*

**Section 5**

**Council on Social Work Education**

**Commission on Accreditation**

**Benchmark 2 Review Brief**

This section is used by the Commission Reader to recommend a decision to the Commission on Accreditation and summarize areas of concern.

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| 1. Program Name: |  | |
| 2. Commission Reader Name: |  | |
| 3. Recommended Decision:  *(check one)* |  | |
|  |  | Grant a 2nd Year of Candidacy Status |
|  |  | Defer decision on 2nd Year of Candidacy Status One Meeting for Additional Information |
|  |  | Deny 2nd Year of Candidacy Status and Remove from Candidacy |

4. Cite the relevant Accreditation Standard and list area(s) of concern or insufficient information. For each standard cited, specify what the program provided, what is missing or insufficient, and how you would instruct the program to address the concern in its program response.

1. **List Areas of Concern (*only* for Approval Standards from Section 2):**

*Accreditation Standard…:*

Specify what the program provided. Specify what is missing or insufficient.

The program is asked to… [instruct the program to address the concern or insufficient information]

*[repeat for each concern]*