



COUNCIL ON SOCIAL WORK EDUCATION



**PRE-CANDIDACY MONTHLY WORKSHOPS WITH ASSOCIATE  
DIRECTOR OF ACCREDITATION OPERATIONS & TECHNOLOGY**

**TOPIC 6: OCTOBER 2021**

***MISSION, GOALS, & FIELD EDUCATION***

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Hiring!  
Accreditation Specialist

Hiring!  
Volunteer Coordinator

Accreditation Volunteers  
(Commissioners & Site Visitors)

# Department of Social Work Accreditation (DOSWA)

*Meet the accreditation team!*

# MAJOR CANDIDACY DUE DATES

(see Timetables for all due dates: <https://www.cswe.org/Accreditation/Accreditation-Process>)

Candidacy Eligibility Application	Draft Benchmark I (BMI) to CSWE	Approval of Draft Benchmark I (BMI) by CSWE and Assignment to Agenda	Commissioner Site Visit Dates (3 are scheduled)	COA Review
Submitted to Senior Team Leader on rolling basis throughout the year.	Submitted to Senior Team Leader  At least 1 round of feedback before approval. Allow 2-4 weeks for feedback.	Draft BMI approved by Senior Team Leader, granting <i>Pre-Candidacy</i> status.  Senior Team Leader assigns program to Accreditation Specialist.  First 10 Draft BMI documents approved by June 1, 2022, are placed on February 2023 Candidacy agenda. Subsequently approved programs placed on June 2023 agenda.	<ul style="list-style-type: none"> <li>• Visit 1: Sept 1-Nov 15, 2022</li> <li>• Visit 2: Sept 1-Nov 15, 2023</li> <li>• Visit 3: Sept 1-Nov 15, 2024</li> </ul> <p>E-mail full BMI to commissioner and accreditation specialist one month prior to CV visit. Visit scheduled directly with visitor. <a href="#">Confirm visit date once scheduled.</a></p>	<ul style="list-style-type: none"> <li>• Candidacy Status Review–Feb 2023</li> <li>• Year 2 Candidacy Review–Feb 2024</li> <li>• Initial Accreditation–Feb 2025</li> </ul> <p>Covers students admitted to social work program in fall 2022 or later, regardless of graduation date.</p>
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# Mission, Goals, and Field Education

# 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.*

**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.*

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

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

# Mission and Goals

- ▶ Use the EPAS definition of the profession's purpose, profession's values, generalist practice, and program context (linking context to your program's context [setting])
- ▶ A table is a very useful way to identify linkages
  - ▶ Blank tables available in the *Benchmark* templates
  - ▶ You can specify the linkages directly into the cells of the table
- ▶ Important to include all components of the definition of purpose, values, context, etc., in the table/discussion
- ▶ Make sure you're making linkages to your written mission statement (not identifying how your program itself is linked)

# Mission and Goals

- ▶ Program context should differ between program options, so be sure to describe how the context of each program option
  - ▶ This is the main area where your response should differ for each program option
- ▶ Be sure your program is the subject of all goals
  - ▶ E.g.: The program will prepare students to...; the program will provide...
- ▶ When thinking about goals, you are thinking about what your program hopes to achieve
- ▶ These don't need to be assessed or evaluated in any way, but are simply the goals your program hopes to achieve

# Connecting Classroom and Field

## Draft at this Stage

**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.*

- ▶ How are you linking the concepts and theories covered in your courses to the field experience?
- ▶ Identify how courses taken prior to field education are used to provide a foundation for field and how courses taken after field build upon that experience
- ▶ Should be discussing the breadth of the curriculum; not just the field seminar
- ▶ At the master's level, be sure to include both generalist and specialized contributions



# Opportunities with Systems Levels

## Draft at this Stage

**Accreditation Standard B/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.*

**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.*

# Opportunities with Systems Levels

## Draft at this Stage

- ▶ Necessary to ensure that all students have generalist practice opportunities with all five systems levels for AS B/M2.2.2
  - ▶ For AS M2.2.3, need to ensure students have specialized opportunities with all systems levels specific to each area of specialized practice
- ▶ Programs should provide a policy or mechanism for ensuring *all* students receive opportunities with each of the five systems levels in every field placement
- ▶ They don't need to have consistent opportunities with each systems level, but need at least one opportunity with each setting
- ▶ You also need to provide examples of possible activities students could use to engage with each of the five systems levels

# In-Person Contact

## Draft at this Stage

**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.*

- ▶ This standard requires a statement that all students are completing all field hours in physical field settings, rather than via simulation
  - ▶ Telehealth and digital media are considered in-person contact
- ▶ If your program uses simulations, those simulations must be in addition to the 400/900 fields hours, not instead of them

# Field Hours

## Draft at this Stage

**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.*

- ▶ Describe how hours are distributed (e.g.: 200 hours senior year fall semester/200 hours senior year spring semester) and how your program verifies that all students receive those hours
- ▶ For advanced standing students, you need to verify that all students receive at least 900 hours between their BSW and MSW (i.e.: 400 generalist BSW hours; 500 specialized MSW hours)

# Field Admission

## Draft at this Stage

**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.*

- ▶ Provide a clear policy and the criteria underlying that policy
- ▶ Admission can occur along with admission into the program or can be separate admission process
- ▶ Program should identify clear mechanism for ensuring only students who meet the identified criteria are admitted into the program

# Policies, Criteria, and Procedures

## Draft at this Stage

**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.*

# Policies, Criteria, and Procedures

## Draft at this Stage

- ▶ Be sure to provide clear policies, criteria, and procedures for each component of the standard.
  - ▶ Clear written policies that are accessible to students through student handbook, field manual, website, or other means
  - ▶ Clear and complete procedures followed to implement the written policies
  - ▶ Specific criteria used to differentiate between meeting and not meeting requirements/expectations
- ▶ Important to differentiate between evaluating student learning (e.g., student learning outcomes) and evaluating field-setting effectiveness (e.g., survey completed by students evaluating the field placement quality after they have concluded their placement)
- ▶ Be sure to identify whether policies and procedures apply to all program options or how the program options differ, if applicable

# Monitoring Field Placements

## Draft at this Stage

**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.*

- ▶ Describe the frequency and format of visits to field placement sites
- ▶ Identify who is responsible for conducting visits
- ▶ This should be identified as a clear policy, rather than a description of procedures that occur
- ▶ If visits occur differently for different program options (e.g.: different visitor, different frequency, different format, etc.), discuss each program option separately



# Field Instructor Credentials

## Draft at this Stage

**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.*

**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.*

# Field Instructor Credentials

## Draft at this Stage

- ▶ Program must have a policy that field instructors must hold a degree from a CSWE-accredited program and two-years post-degree practice experience in order to design field learning opportunities for students.
- ▶ In addition, programs must also provide a specific written policy for how it reinforces the social work perspective for students who are not supervised by someone with the requisite credentials.
  - ▶ This policy is required, even if it is reported that all students are placed with a field instructor with the requisite credentials.
  - ▶ Social work perspective must be reinforced above and beyond what all students already receive for students supervised by individuals without the requisite credentials.
  - ▶ Social work perspective must be reinforced at the student-level and not by providing additional training to the field instructor
- ▶ Program must include a statement that response applies to all program options or provide a separate response for each program option.

# Orientation, Training, and Continuing Dialog

## Draft at this Stage

**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.*

- ▶ Separately describe orientation, training, and continuing dialog
- ▶ Each of these should focus on training and preparing them to serve as site visitors and supporting their developmental needs, rather than focusing on visiting students in those field settings once placed
- ▶ This should be identified as a clear policy, rather than a description of procedures that occur
- ▶ If orientation, training, or dialog occur differently for different program options (e.g.: different format, different schedule/frequency, different training model, etc.), discuss each program option separately

# Field Placement in Place of Employment

## Draft at this Stage

**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.*

- ▶ Identify a clear policy for ensuring hours are different to clearly differentiate between employment hours where the student is serving an employer and student learner hours where the field setting is supporting the student in his/her/their development
- ▶ Paid field placements are permitted, as long as the hours are defined as student learning hours, rather than employment hours
- ▶ Policies should clearly differentiate between supervision
  - ▶ In exceptional circumstances, same supervisor is permitted as long as the duties and supervision periods are differentiated; however, the preference should always be for separate supervisors

# Field Placement in Place of Employment

## Draft at this Stage

- ▶ Field manual should be developed to include all policies and procedures
- ▶ Include page numbers to field manual so policies, procedures, and criteria can be easily located
- ▶ Programs are required to have all policies and clearly disseminate them to students
- ▶ If you have an online program option, some policies and procedures will likely differ from campus-based policies and procedures
- ▶ Different program options (locations or delivery methods) may have different policies and procedures, as long as each program option's policies and procedures are compliant with the standard

# Additional Resources

# Associate Director of Accreditation Operations & Technology (ADOT)

- Reviews and determines outcome for *Candidacy Eligibility Applications*
- Provides consultation to programs that are considering applying for *Candidacy* and *Pre-Candidacy* programs
- Reviews and approves *Draft Benchmark 1* documents
- Provides guidance in navigating the *Pre-Candidacy* process
- Once *Draft Benchmark 1* document is approved by ADOT (which may take several rounds of feedback), ADOT will assign program to Accreditation Specialist based on workload
  - Baccalaureate and Master's programs at same institution will be assigned to same specialist

# Associate Directors & Specialists

- Collaborate in individualized and group settings with programs in their efforts to reach their accreditation goals
- Provide customized consultation on the accreditation process and EPAS via phone, email, video, and/or in-person at CSWE's Annual Program Meeting (APM) and the Baccalaureate Program Directors (BPD) conference
  - Consultations services are available year-round!
- Develop and maintain accreditation templates, forms, and resources
- Assist in understanding accreditation policies, procedures, and interpretations



# Accreditation Specialist

- Provide accurate accreditation-related information and resources to programs and the public
- Provide guidance in navigating the reaffirmation or candidacy process
- Conduct trainings and offer educational opportunities
- Communicate with the program's designated primary contact (policy 1.2.7 in the [EPAS Handbook](#))
- Provide customized consultation on the accreditation process and EPAS via phone, email, video, or in-person at CSWE's Annual Program Meeting (APM) and the Baccalaureate Program Directors (BPD) annual conference
  - YouCanBookMe scheduling app linked in each specialist's email signature
- Does **not** determine compliance/noncompliance

# Program Options

- ▶ Defined on page 21 of the EPAS Glossary as:  
*“Various structured pathways to degree completion by which social work programs are delivered including specific methods and locations such as on campus, off campus, and virtual instruction.”*
- ▶ Includes: main campus, branch campus, satellite site, online program, etc.; each program option type is defined in policy 1.2.4 of the EPAS Handbook
- ▶ Program options are **not** plans of study such as advanced standing, 16-month, 24-months, part-time, etc.
- ▶ A substantive change report is required when adding a new program option per policy 1.2.4 in the [EPAS Handbook](#)
- ▶ **Self-study:** Each program option should be explicitly addressed in response to each standard.

# Making Changes While in Candidacy

- ▶ Permitted to make changes and updates to policies, procedures, curriculum, and assessment plan at any point in the Candidacy process, as long as they remain compliant with the standards
- ▶ Expected to continuously update evolving standards, such as faculty, budget, etc.
- ▶ All standards are reviewed at the Initial Accreditation stage for compliance, so programs should be mindful of how changes impact standards that have already been approved
- ▶ Provide personnel updates to accreditation specialist using the [database audit form](#)

# VOLUME ONE TEMPLATES

- [BM1 Volume 1 Template \(Optional\)](#)
- [BM2 Volume 1 Template \(Optional\)](#)
- [Initial Accreditation Volume I Template \(Optional\)](#)

These are optional templates for planning and writing purposes; not a required format. Programs are encouraged to craft a benchmark/self-study document that clearly responds to the EPAS.

The purpose of these templates are 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 website for the most current forms and accreditation updates!



# CSWE Accreditation Web Resources

- ▶ **Candidacy Documents** - <https://www.cswe.org/Accreditation/Accreditation-Process> (select Candidacy)
  - Preparation → formatting requirements, Benchmark Grid, preparatory resources
  - Benchmark 1/2/3 → all required forms submitted at each stage
  - Timetables → timetables for the Candidacy process
  - Resources → sample format for curriculum matrices and assessment plan
- ▶ **Accreditation PowerPoints**
  - **Topics:** 2015 EPAS Overview, Assessment, Candidacy, Frequently Cited Standards, Writing an Accreditation Document
- ▶ **2015 EPAS & Glossary**
- ▶ **2015 EPAS Interpretation Guide**
- ▶ **2015 EPAS Handbook**
- ▶ **Formatting & Submission Requirements**
- ▶ **Directory of Accredited Programs**
- ▶ **COA Decisions**
- ▶ **Accreditation COVID-19 Response**



**Always check the website for the most current forms and accreditation updates!**

# Statement for Programs in Pre-Candidacy to Post on their Web Sites

Per policy 1.1.4 in  
the [EPAS Handbook](#)

- [Program] is currently in *Pre-Candidacy* for Accreditation by the Council on Social Work Education's Commission on Accreditation.
- Pre-Candidacy for a baccalaureate or master's social work program by the Council on Social Work Education's Commission on Accreditation indicates that it has submitted an application to be reviewed for Candidacy and had its *Benchmark I* approved in draft form to move forward with *Candidacy* review within one year. A program that has attained Pre-Candidacy has not yet been reviewed by the Commission on Accreditation or been verified to be in compliance with the Educational Policy and Accreditation Standards.
- Students who enter programs in *Pre-Candidacy* that attain *Candidacy* in the academic year in which they begin their program of study will be retroactively recognized as having graduated from a CSWE-accredited program once the program attains Initial Accreditation. The *Candidacy* process is typically a three-year process and there is no guarantee that a program in *Pre-Candidacy* will eventually attain *Candidacy* or *Initial Accreditation*.
- *Candidacy* by the Council on Social Work Education's Commission on Accreditation applies to all locations and delivery methods of an accredited program. Accreditation provides reasonable assurance about the quality of the program and the competence of students graduating from the program.
- For more information about social work accreditation, you may contact [Accreditation](#).

# Statement for Programs in Candidacy to Post on their Web Sites

Per policy 1.1.3 in  
the [EPAS Handbook](#)

- [Program] has achieved Candidacy for Accreditation by the Council on Social Work Education's Commission on Accreditation.
- Candidacy for a baccalaureate or master's social work program by the Council on Social Work Education's Commission on Accreditation indicates that it has made progress toward meeting criteria for the assessment of program quality evaluated through a peer review process. A program that has attained Candidacy has demonstrated a commitment to meeting the compliance standards set by the Educational Policy and Accreditation Standards, but has not yet demonstrated full compliance.
- Students who enter programs that attain Candidacy in or before the academic year in which they begin their program of study will be retroactively recognized as having graduated from a CSWE-accredited program once the program attains Initial Accreditation. Candidacy is typically a three-year process and attaining Candidacy does not guarantee that a program will eventually attain Initial Accreditation. Candidacy applies to all program sites and program delivery methods of an accredited program. Accreditation provides reasonable assurance about the quality of the program and the competence of students graduating from the program.
- For more information about social work accreditation, you may contact Accreditation.

# Ongoing Pre-Candidacy Consultation

- ✓ Sign up for a [monthly Interactive Pre-Candidacy Workshop](#) with the Associate Director of Accreditation Operations & Technology (ADOT) on the third Thursday of every month, 1-3pm ET/10am-noon PT. All program faculty or administrators at programs in *Pre-Candidacy* or earlier stages welcome
- ✓ Email Anna R. Holster, at [aholster@cswe.org](mailto:aholster@cswe.org) for assistance with any *Pre-Candidacy* questions
- ✓ Visit <https://annaholster.youcanbook.me> to schedule a Zoom consultation appointment with Associate Director of Accreditation Operations & Technology
- ✓ Program designates one primary contact, but that person is encouraged to involve any other faculty or administrators in consultation appointments
  - ✓ Please submit [database audit form](#), so we can keep our records of prospective programs current. Submit any time you have program updates.



# Upcoming Topics (subject to change)

- ▶ November Topic (#7): Implicit Curriculum, Policies, Procedures, Handbook & Field Manual (repeated from May)
- ▶ December Topic (#2): Explicit Curriculum (repeated from June)
- ▶ January Topic (#1): Candidacy Overview (repeated from August)
- ▶ February Topic (#5): Commissioner Visit planning with a panel of guests from the Commission on Accreditation (repeated from February)
- ▶ March Topic (#3): Faculty and Administration Standards (repeated from July)
- ▶ April Topic (#4): Assessment (repeated from September)
- ▶ May Topic (#6): Mission, Goals, and Field Education (repeated from October)
- ▶ Please feel free to suggest additional topics you would like to see covered in the chat or by emailing me at [aholster@cswe.org](mailto:aholster@cswe.org).

**Thank You!**

