Draft 2 of the

2015 Educational Policy and Accreditation Standards (EPAS)

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Purpose: Social Work Practice, Education, and Educational Policy and Accreditation Standards

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

Social work educators serve the profession through their teaching, scholarship, and service. Social work education at the baccalaureate, master's, and doctoral levels shapes the profession's future through the education of competent professionals, the generation of knowledge, the promotion of evidence-informed practice through scientific inquiry, and the exercise of leadership within the professional community.

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

EPAS describe four features of an integrated curriculum design: (1) program mission and goals, (2) explicit curriculum, (3) implicit curriculum, and (4) assessment. The educational policy and the accreditation standards are conceptually linked to each other. Educational Policy describes each curriculum feature. Accreditation standards (*in italics*) are derived from the Educational policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate (B) or master's (M) level.

Competency-Based Education

In 2008 CSWE adopted a competency-based education framework for its EPAS. As in related health and human service professions, the policy moved from a model of curriculum design focused on content (what students should be taught) and structure (the format and organization of educational components) to one focused on student learning outcomes. An outcomes-oriented approach refers to identifying and assessing what students demonstrate in practice. In social work this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy.

Competency-based education rests upon a shared view of the nature of competence in professional practice. Social work competence is the ability to perform complex practice behaviors in the delivery of professional service to promote human and community well-being. EPAS recognizes a holistic view of competence; that is, performance of practice behaviors is guided by knowledge, values, skills, and cognitive and subjective processes that include the social worker's critical thinking, subjective reactions, and exercise of judgment in regard to unique practice situations. Overall professional competence is multidimensional and composed of interrelated competencies. An individual social worker's competence is seen as developmental and dynamic, changing over time in relation to continuous learning.

Competency-based education is an outcomes-oriented approach to curriculum design. The goal of the outcomes approach is to ensure that students are able to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. In EPAS, social work practice competence consists of nine interrelated competencies that are composed of knowledge, values, skills, and cognitive and subjective processes, followed by a set of component practice behaviors. Competence is demonstrated by the performance of practice behaviors, which are informed by the knowledge, values, skills, and cognitive and subjective processes described in each competency.

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

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

Social Work Competencies

The nine Social Work Competencies are listed below. Programs may add competencies and component practice behaviors that are consistent with their mission and goals and respond to their context. The component practice behaviors provided here represent the minimum behavioral demonstration of each competency at the generalist level.

Competency 1–Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice settings. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their subjective experiences and emotional reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

1a. make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, and additional codes of ethics as appropriate to context;

1b. use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;

1c. use technology ethically and appropriately to facilitate practice outcomes; and

1d. use supervision and consultation to guide professional judgment and behavior.

Competency 2–Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

  2a. apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice;

  2b. present themselves as learners and engage client systems as experts of their own experiences; and

  2c. apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse client systems.

Competency 3–Advance Human Rights and Social and Economic Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected. Social workers:

  3a. apply their understanding of social and economic justice to advocate for human rights; and

  3b. engage in practices that advance social and economic justice.

Competency 4–Engage in Practice-informed Research and Research-Informed Practice

Social workers understand quantitative and qualitative research methods. Social workers know the principles of logic, scientific inquiry, and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources. They also understand the processes for translating research findings into effective practice. Social workers:

   4a. use practice experience to inform scientific inquiry and research;
   4b. engage in critical analysis of quantitative and qualitative research methods and research findings; and
   4c. use and translate research findings to inform and improve practice, policy, and service delivery.

Competency 5–Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers recognize and understand the social, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, and implementation. Social workers:

   5a. assess how social welfare and economic policies impact the delivery of and access to social services;
   5b. critically analyze and promote policies that advance human rights and social and economic justice.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment and their utility to facilitate engagement with client systems, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse client systems to advance practice effectiveness. Social workers understand how their subjective experiences and emotional reactions may impact their ability to effectively engage with diverse client systems. Social workers:

    6a. apply knowledge of human behavior and the social environment and practice context to engage with client systems; and

    6b. use empathy, self-regulation, and interpersonal skills to effectively engage diverse client systems.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment and the implications of those theories for the assessment of diverse client systems, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse client systems to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process. Social workers understand how their subjective experiences and emotional reactions may affect their assessment and decision-making. Social workers:

    7a. collect, organize, and critically analyze and interpret information from client systems;

    7b. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the assessment of data from client systems;

    7c. develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within client systems; and

    7d. select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of client systems.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of client systems, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client system goals. Social workers recognize that a beneficial practice outcome may require collaboration with professionals from other disciplines. Social workers:

    8a. implement interventions to achieve practice goals and enhance capacities of client systems;

    8b. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with client systems;

    8c. use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;

    8d. negotiate, mediate, and advocate on behalf of client systems; and

    8e. facilitate effective transitions and endings that advance mutually agreed-on goals.

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand methods for evaluating outcomes and practice effectiveness. Social workers:

    9a. select and use appropriate methods for evaluation of outcomes;

    9b. critically analyze, monitor, and evaluate intervention processes and outcomes; and

    9c. apply evaluation findings to improve practice effectiveness.

Educational Policy 1.0—Program Mission and Goals

The mission and goals of each social work program address the profession's purpose, are grounded in core professional values, and are informed by program context.

Values

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

Program Context

Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting. Programs are further influenced by their practice communities, which are informed by their historical, political, economic, social, cultural, demographic, local, regional, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education, practice, and research.

Accreditation Standard 1.0—Program Mission and Goals

1.0.1   *The program submits its mission statement and describes how it is consistent with the profession's purpose and values.*

1.0.2   *The program describes how its mission is consistent with the institutional mission and the program's context.*

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

Explicit Curriculum

The explicit curriculum constitutes the program's formal educational structure and includes the courses and field education used for each of its program options. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. Using a competency-based education framework, the explicit curriculum prepares students for professional practice at the baccalaureate and master's levels. Baccalaureate programs prepare students for generalist practice. Master's programs prepare students for generalist practice and specialized practice.

Educational Policy B2.0—Generalist Practice

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

The baccalaureate degree in social work prepares students for generalist practice. At the generalist level of practice, students demonstrate competence through performance of the practice behaviors presented in the Social Work Competencies.

Accreditation Standard B2.0—Generalist Practice

B2.0.1   *The program discusses how its mission and goals are consistent with generalist practice as defined in EP B2.0.*

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

B2.0.3   *The program provides a matrix that demonstrates how its curriculum content implements the nine required social work competencies, their 28 component practice behaviors, and any additional competencies and component practice behaviors.*

Educational Policy M2.1—Specialized Practice

Specialized practice builds on generalist practice, 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 synthesize and employ a broad range of interdisciplinary and multidisciplinary knowledge and skills, consistent with social work values. Specialized practitioners engage in and conduct research to inform and improve practice, policy, and service delivery.

The master's degree in social work prepares students for specialized practice. Programs identify the specialized knowledge, values, skills, cognitive and subjective processes, and practice behaviors that extend and enhance the Social Work Competencies and prepare students for practice in the area of specialization.

Accreditation Standard M2.1—Specialized Practice

M2.1.1   *The program identifies its area(s) of specialized practice (EP M2.1), and demonstrates how each builds on generalist practice.*

M2.1.2   *The program discusses how its mission and goals are consistent with generalist practice as defined in EP B2.0 and specialized practice as described in EP M2.1.*

M2.1.3   *The program provides a rationale for its formal curriculum design for both generalist and specialized practice demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.*

M2.1.4   *The program provides a matrix that demonstrates how its generalist practice content implements the nine required social work competencies, and their 28 component practice behaviors, and any additional competencies and component practice behaviors.*

M2.1.5   *For each area of specialized practice, the program provides the matrix that demonstrates how its curriculum content implements the nine required social work competencies, their specialized practice behaviors, and any additional competencies and component practice behaviors. Programs must create at least two specialized practice behaviors for each competency.*

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.

Accreditation Standard 2.2—Field Education

2.2.1   *The program discusses how its field education program connects the theoretical and conceptual contributions of the classroom and field settings.*

B2.2.2   *The program discusses how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with client systems including individuals, families, groups, organizations, and communities and illustrates how this is accomplished in agency settings.*

M2.2.2   *The program discusses how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with client systems including individuals, families, groups, organizations, and communities and illustrates how this is accomplished in agency settings.*

M2.2.3   *The program discusses 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 agency settings.*

2.2.4   *The program discusses how all program options in its field education program provide sufficient opportunities for students to demonstrate social work competencies through in person contact with client systems.*

B2.2.5   *The program requires a minimum of 400 hours of field education for baccalaureate programs and discusses how it organizes its field education program to meet the required hours.*

M2.2.5   *The program requires a minimum of 900 hours for master's programs and discusses how it organizes its field education program to meet the required hours.*

2.2.6   *The program provides its criteria for admission into field education and discusses how its field education program admits only those students who have met the program's specified criteria.*

2.2.7   *The program discusses how its field education program specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; supporting student safety; maintaining field liaison contacts with field education settings; and evaluating student learning and field setting effectiveness congruent with the social work competencies.*

B2.2.8   *The program discusses 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.*

M2.2.8   *The program discusses 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 degree practice experience in social work.*

2.2.9   *The program discusses how its field education program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished in cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience.*

2.2.10   *The program discusses how its field education program provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.*

2.2.11   *The program discusses 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.*

Implicit Curriculum

The implicit curriculum refers to the learning environment in which the explicit curriculum is presented. It is composed of the following elements: the program's commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources. The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy of resources. The culture of human interchange; the spirit of inquiry; the support for difference and diversity; and the values and priorities in the educational environment, including the field setting, inform the student's learning and development. The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program's graduates. Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession and the mission, goals, and context of the program.

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 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

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.*

3.0.2   *The program discusses how these efforts develop and maintain a supportive and inclusive learning environment.*

3.0.3   *The program discusses specific plans to continually improve the learning environment to affirm and support persons with diverse identities.*

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

Admissions
B3.1.1   *The program identifies the criteria it uses for admission.*

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

3.1.2   *The program describes the process and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.*

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

3.1.4   *The program describes its policies and procedures concerning the transfer of credits.*

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

Advisement, retention, and termination

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.*

3.1.7   *The program spells out how it informs students of its criteria for evaluating their academic and professional performance, including policies and procedures for grievance.*

3.1.8   *The program documents its policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance.*

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.*

3.1.10   *The program demonstrates how it provides opportunities and encourages students to organize in their interests.*

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, 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

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

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

3.2.3   *The program discusses the sufficiency of faculty size given the number and type of curricular offerings in class and field; class size; number of students; and the faculty's teaching, advising, field liaison, scholarly activities, and service responsibilities. To carry out its ongoing functions, 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.*

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

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

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.*

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.*

3.2.7   *The program describes how its faculty models the behavior and values of the profession in the program's educational environment.*

Educational Policy 3.3—Administrative and Governance 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.

Accreditation Standard 3.3—Administrative Structure

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.*

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.*

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.*

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.*

> *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.*

> *B3.3.4(b)* *The program provides documentation that the director has a full-time appointment to the social work baccalaureate program.*

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 of the program, a minimum of 25% assigned time is required at the baccalaureate level. The program demonstrates this time is sufficient to carry out its mission and goals given the size of the program.*

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.*

M3.3.4(b) *The program provides documentation that the director has a full-time appointment to the social work master's program.*

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 of the program, a minimum of 50% assigned time is required at the master's level. The program demonstrates this time is sufficient to carry out its mission and goals given the size of the program*

3.3.5 *The program identifies the field education director.*

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.*

3.3.5(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.*

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, at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient to carry out its mission and goals given the number of students in field.*

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, at least 50% assigned time is required for master's programs. The program demonstrates this time is sufficient to carry out its mission and goals given the number of students in field.*

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. In recognition of the importance of field education as the signature pedagogy, programs must provide adequate resources for systematically designing, supervising, coordinating, and evaluating field education across all program options.

Accreditation Standard 3.4—Resources

3.4.1   *The program describes the procedures for budget development and administration, and the sufficiency of its budget to achieve its mission and goals. The program submits a completed budget form to demonstrate sufficient and stable financial supports that permit program planning, including field education and faculty development.*

3.4.2   *The program describes how it uses resources to continuously improve the program and address challenges in the program's context.*

3.4.3   *The program demonstrates sufficient support staff, other personnel, and technological resources to support all of its educational activities and mission.*

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.*

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

3.4.6   *The program describes how it provides access to assistive technology and resources for both classroom and field across all program options.*

4. Assessment

Educational Policy 4.0– Assessment of Student Learning Outcomes

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 seen as holistic, involving performance – that which can be assessed directly – and underlying knowledge, values, critical thinking, subjective reactions, and exercise of judgment – that which can be assessed indirectly. Assessment therefore must be multi-dimensional and integrated to capture the performance of the competencies and the quality of internal processing underlying the performance of the competencies while engaged in authentic practice tasks. Assessment is best done while students are engaged in activities that approximate authentic practice tasks 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.

Assessment methods are developed and subsequently refined to determine in an authentic manner students' level of performance and demonstration of Social Work Competencies. Assessment information is used to guide student learning, assess student performance, assess and improve effectiveness of the curriculum, and strengthen the assessment methods used.

Assessment also involves gathering data regarding the implicit curriculum. 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 4.0—Assessment

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). The plan has to include:*

- *Specific assessment procedures that detail when, where, and how each competency is assessed for each program option.*

- *At least two measures for each practice behavior and an explanation of how they validly measure the practice behavior.*

- *Copies of all assessment measures used to assess all identified competencies.*

- *Methods for aggregating student outcome data on the practice behaviors to assess each social work competency as a whole.*

- *Program benchmarks employed to assess each competency and a rationale for the benchmarks (AS B2.0.3; AS M2.0.4).*

4.0.2   *The program provides 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.*

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

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.*

4.0.5 *The program provides evidence of ongoing assessment of the implicit curriculum from various stakeholders and discusses their implications for program renewal across program options. The program discusses how it uses the findings for continuous improvement.*