



COUNCIL ON SOCIAL WORK EDUCATION

**Board of Accreditation  
Department of Social Work Accreditation**

## **2022 EPAS | INTERPRETATION GUIDE**

*for Baccalaureate and Master's Social Work Programs*  
**version 9.2023**

This official companion document to the [2022 Educational Policy and Accreditation Standards \(EPAS\)](#) provides programs with information for navigating the accreditation process and understanding the [Board of Accreditation's \(BOA\)](#) intent and interpretation of the EPAS.

As baccalaureate and master's social work education programs continue [2022 EPAS](#) implementation, the BOA and the Department of Social Work Accreditation (DOSWA) publish resources, conduct [training](#), and offer year-round [consultative services](#) to support accreditation efforts.

### **Purpose of the Interpretation Guide:**

- Further clarify the BOA's expectations for programs to meet each accreditation standard.
- Provide guidance for developing clear and concise written compliance narratives in accreditation documents.

### **How to Use This Guide:**

- Use the table of contents below to navigate to the section of your choice.
- If searching for a specific standard, perform a search/find to locate the standard quickly.
- Use this guide as a final checklist before submitting a document to the BOA to ensure each component of each standard is clearly addressed in the narrative.
  - The primary reason for a citation is the narrative fails to clearly address one or more components of the standard.

### **Please Note:**

- Accreditation information is subject to change. This guide will be periodically updated by the BOA and DOSWA.
- When updates occur, programs' primary contacts are notified, the guide is posted publicly on [CSWE's website](#), and **recent clarifications are highlighted**.
- Clarified interpretations are effective immediately.
- Always confirm that the program is utilizing the most current version of this document when implementing the 2022 EPAS and/or writing an accreditation document by visiting the accreditation webpages at [www.cswe.org](http://www.cswe.org).
- Programs are solely responsible for implementing, demonstrating, and maintaining compliance with the EPAS at all times.

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# UNDERSTANDING ACCREDITATION

Accreditation is a system for recognizing educational institutions and professional programs affiliated with those institutions for a level of performance and integrity based on review against a specific set of published criteria or standards. The process includes the submission of a self-study document that demonstrates how standards are being met, an onsite review by a selected group of peers, and a decision by an independent board or commission that either grants or denies accredited status on the basis of how well the standards are met.

The purposes of accreditation are:

- Quality assurance
- Academic improvement
- Professional preparation
- Public accountability

Accreditation is a developmental, reflective, and renewal process by which program stakeholders craft educational experiences to prepare competent social work practitioners. The process expands beyond quality control, and can be the impetus for innovation, experimentation, and program improvement. While accreditation is reviewed at periodic intervals, programs are expected to maintain compliance between review cycles.

Accreditation is a peer-review process, accomplished via dedicated volunteer contributions of the on Board of Accreditation (BOA) members and site visitors. The DOSWA staff liaise between the BOA and the program, providing services, education, and training opportunities; disseminating accreditation policies and procedures; and furnishing BOA decision letters to programs.

CSWE's BOA is recognized by the Council on Higher Education Accreditation (CHEA) to accredit baccalaureate and master's degree programs in the United States and its territories.

The professional judgments of the BOA are based on the Educational Policy and Accreditation Standards (EPAS) developed by the Commission on Educational Policy (COEP) and the BOA.

As a CHEA-recognized programmatic accrediting body, the BOA, and their partnership with COEP, are responsible for revising the EPAS at periodic intervals not to exceed seven (7) years.

The BOA is composed of fellow social work educators, practitioners, and one public member. Commissioners are volunteers with a background in social work education, active CSWE membership with at least two-years site visitor experience, and are appointed for three-year terms.

The BOA convenes three (3) times per year: February, June, and October/November.

The BOA is the sole and final arbiter of compliance. Social work programs are solely responsible for implementing, demonstrating, and maintaining compliance with the 2022 EPAS.

## 2022 EPAS INTERPRETATIONS

### Grid Navigation Key

#### Educational Policy Accreditation Standard (AS)

COMPLIANCE STATEMENTS	BOARD OF ACCREDITATION (BOA) INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
Compliance statements are criteria used by the BOA to evaluate the program's written narrative for compliance with the accreditation standard.	<ul style="list-style-type: none"><li>• Interpretations further clarify the BOA's required expectations for programs to meet each accreditation standard.</li><li>• This column also provides guidance for developing clear and concise narratives to demonstrate compliance in accreditation documents.</li></ul>	<ul style="list-style-type: none"><li>• <b>Definitions</b> of uncommon words within each standard are <a href="#">linked to the glossary</a> in this column.</li><li>• Tips are optional guidance to further strengthen the program's compliance with the accreditation standard and enhance written compliance narratives in accreditation documents.</li></ul>

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## Educational Policy 1.0 — Program Mission

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

### Purpose

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

### Values

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

### Program Context

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

## Accreditation Standard 1.0 — Program Mission

**Accreditation Standard 1.0.1:** The program has a program-level mission statement that is consistent with the profession’s purpose and values. Institutions with accredited baccalaureate and master’s programs have a separate mission statement for each program.

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
a. The program provides the program-level mission statement.	<ul style="list-style-type: none"> <li>• Quote the program’s full mission statement.</li> <li>• The mission statement must be specific to the program-level (baccalaureate or master’s) rather than the school/department-level.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Definitions:</b> <ul style="list-style-type: none"> <li>○ <a href="#">Anti-oppression</a></li> <li>○ <a href="#">Anti-racism</a></li> <li>○ <a href="#">Diversity</a></li> </ul> </li> </ul>

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
	<ul style="list-style-type: none"> <li>○ Institutions with both baccalaureate and master’s programs must have distinct mission statements with language unique to each program level.</li> <li>● It is insufficient to only provide a school, college, or department-level mission statement only.</li> </ul>	<ul style="list-style-type: none"> <li>○ <a href="#">Environmental Justice</a></li> <li>○ <a href="#">Purpose</a></li> <li>○ <a href="#">Values</a></li> <li>● Programs develop the content of their mission statement. <ul style="list-style-type: none"> <li>○ <i>For baccalaureate programs:</i> Consider the profession’s purpose, profession’s values, program’s context, and generalist practice definition (<b>EP 3.1</b>).</li> <li>○ <i>For master’s programs:</i> Consider the profession’s purpose, profession’s values, program’s context, generalist practice definition (<b>EP 3.1</b>), and specialized practice (<b>EP M3.2</b>).</li> </ul> </li> </ul>
<p>b. The program describes how the program’s mission statement is consistent with the profession’s purpose and values, as described in <i>Educational Policy 1.0</i>.</p>	<ul style="list-style-type: none"> <li>● Explain the consistency between the program’s mission statement, the profession’s purpose, and the profession’s values. <ul style="list-style-type: none"> <li>○ Connect elements of the mission statement language to elements of the profession’s purpose language.</li> <li>○ Discuss each element of the profession’s purpose.</li> <li>○ Connect elements of the mission statement language to elements of the values language.</li> <li>○ Discuss each element of the profession’s values.</li> <li>○ Identify clear and explicit linkages.</li> <li>○ Discuss <i>how</i> these areas are consistent.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <b>AS 1.0</b> is focused on explaining consistency with the content, language, and verbiage of the program’s mission statement.</li> <li>● <b>AS 1.0</b> does <u>not</u> focus upon explaining consistency with curricular offerings, programmatic features, and program operations.</li> <li>● Consider <b>bolding</b>, <u>underlining</u>, <i>italicizing</i>, etc. the elements of the mission statement that align with elements of the profession’s purpose and values to identify language consistencies.</li> <li>● <i>Cascade effect:</i> When <b>AS 1.0.1</b> is cited by the BOA, <b>AS 1.0.2</b> is frequently cited due to the integration of these standards.</li> <li>● Use subheadings to clearly address each component of the standard.</li> </ul>
<p>c. The program addresses all program options.</p>	<ul style="list-style-type: none"> <li>● Explicitly address each program option.</li> </ul>	<ul style="list-style-type: none"> <li>● Consider <b>bolding</b>, <u>underlining</u>, <i>italicizing</i>, etc. the elements of the mission statement that align with elements of the profession’s purpose and values to identify language consistencies.</li> <li>● <i>Cascade effect:</i> When <b>AS 1.0.1</b> is cited by the BOA, <b>AS 1.0.2</b> is frequently cited due to the integration of these standards.</li> <li>● Use subheadings to clearly address each component of the standard.</li> </ul> <hr/> <p><a href="#">Candidate Programs</a> / <i>AS 1.0.1</i> is reviewed for:</p> <ul style="list-style-type: none"> <li>● Approval at Benchmark 1</li> <li>● Compliance at Benchmark 3</li> </ul>

**Accreditation Standard 1.0.2:** The program’s mission statement is consistent with the program’s context.

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
a. The program describes its context, including a description of its program options.	<ul style="list-style-type: none"> <li>• Describe the program’s overall context.</li> <li>• List each program option.</li> <li>• Describe each program option’s context.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Definition:</b> <a href="#">Context</a></li> <li>• <b>AS 1.0</b> is focused on explaining consistency with the content, language, and verbiage of the program’s mission statement.</li> <li>• <b>AS 1.0</b> does <u>not</u> focus upon explaining consistency with curricular offerings, programmatic features, and program operations.</li> <li>• Prompts for context:               <ul style="list-style-type: none"> <li>○ What environmental features and factors fully allow the accrediting body to understand the program’s story?</li> <li>○ What contextual elements influence your program daily?</li> </ul> </li> <li>• Examples of contextual factors:               <ul style="list-style-type: none"> <li>○ Institution’s orientation (e.g., historically Black college or university [HBCU], tribal college or university, minority-serving institution, Hispanic-serving institution [HSI], faith-based)</li> <li>○ Geographical setting (e.g., urban, rural)</li> <li>○ Populations represented in the program (e.g., commuters, non-traditional students, first-generation students)</li> <li>○ Populations served by the program’s faculty, students, and graduates</li> <li>○ Other elements unique to the program (e.g., “global” framework)</li> </ul> </li> <li>• Consider <b>bolding</b>, <u>underlining</u>, <i>italicizing</i>, etc. the elements of the program’s mission statement that align with elements of the institution’s mission statement and program’s context to identify language consistencies.</li> </ul>
b. The program describes how the program mission statement is consistent with the program’s context, as described in <b>Educational Policy 1.0</b> .	<ul style="list-style-type: none"> <li>• Quote the program’s full mission statement.</li> <li>• Explain the consistency between the program’s mission statement and the program’s context.               <ul style="list-style-type: none"> <li>○ Connect elements of the program’s mission statement to elements of the program’s context.</li> <li>○ Identify clear and explicit linkages.</li> <li>○ Discuss <i>how</i> these areas are consistent.</li> </ul> </li> </ul>	
c. The program addresses all program options.	<ul style="list-style-type: none"> <li>• Explicitly address each program option.</li> </ul>	

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
		<ul style="list-style-type: none"> <li>• <i>Cascade effect:</i> When <b>AS 1.0.2</b> is cited by the BOA, <b>AS 1.0.1</b> is also frequently cited due to the integration of these standards.</li> <li>• Use subheadings to clearly address each component of the standard.</li> </ul> <hr/> <p><u>Candidate Programs</u> / <i>AS 1.0.2 is reviewed for:</i></p> <ul style="list-style-type: none"> <li>• Approval at Benchmark 1</li> <li>• Compliance at Benchmark 3</li> </ul>



## Educational Policy 2.0 — Anti-Racism, Diversity, Equity, and Inclusion (A DEI)

Social work programs integrate anti-racism, diversity, equity, and inclusion (A DEI) approaches across the curriculum. Programs provide the context through which students learn about their positionality, power, privilege, and difference and develop a commitment to dismantling systems of oppression, such as racism, that affect diverse populations. Programs recognize the pervasive impact of White supremacy and privilege and prepare students to have the knowledge, awareness, and skills necessary to engage in anti-racist practice. The dimensions of diversity, equity, and inclusion are understood as the intersectionality of multiple factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Faculty and administrators model anti-racist and anti-oppressive practice and respect for diversity and difference. Faculty and administrators also foster an equitable and inclusive learning environment by facilitating important A DEI discourse. The program’s commitment to A DEI is reflected in its explicit and implicit curriculum. Together the implicit and explicit curricula are informed by the program context and learning environment. The program recognizes the important role of the learning environment in the education of program participants, especially with respect to the value and meaning of anti-racism, diversity, equity, and inclusion, and the development of cultural humility. The program has an inclusive approach to addressing the vast range of student learning needs, including intentional planning and implementation of inclusive practices and pedagogies in the explicit curriculum that reduce barriers while optimizing accessibility and equity for students. Students are responsible for their learning, collaborating with peers and colleagues, and practicing with historically and currently oppressed populations through an anti-racist lens.

### Accreditation Standard 2.0 — Anti-Racism, Diversity, Equity, and Inclusion (A DEI)

**Accreditation Standard 2.0.1:** The program engages in specific and continuous efforts within the explicit curriculum related to anti-racism, diversity, equity, and inclusion.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
<p>a. The program provides examples of its specific and continuous efforts within the explicit curriculum related to A DEI, as described in <b>Educational Policy 2.0</b>.</p>	<ul style="list-style-type: none"> <li>• Identify specific and continuous efforts within the explicit curriculum that address each of the following areas:                             <ul style="list-style-type: none"> <li>○ Anti-racism</li> <li>○ Diversity</li> <li>○ Equity</li> <li>○ Inclusion</li> </ul> </li> <li>• Programs select the number of efforts.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Definitions:</b> <ul style="list-style-type: none"> <li>○ <a href="#">Anti-oppression</a></li> <li>○ <a href="#">Anti-racism</a></li> <li>○ <a href="#">Diversity</a></li> <li>○ <a href="#">Equity</a></li> <li>○ <a href="#">Explicit Curriculum</a></li> <li>○ <a href="#">Inclusion</a></li> <li>○ <a href="#">Intersectionality</a></li> </ul> </li> </ul>

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
	<ul style="list-style-type: none"> <li>○ Multiple ADEI areas may be connected to a single effort because the ADEI areas are holistic and integrated.</li> <li>● <i>Baccalaureate programs</i>: Identify explicit curriculum efforts for each ADEI area for: <ul style="list-style-type: none"> <li>○ Generalist practice</li> </ul> </li> <li>● <i>Master’s programs</i>: Identify explicit curriculum efforts for each ADEI area for both: <ul style="list-style-type: none"> <li>○ Generalist practice</li> <li>○ Each area of specialized practice</li> </ul> </li> <li>● Specific and continuous (ongoing) efforts are required; one-time events alone are <u>not</u> accepted.</li> <li>● Efforts must be specific to the program-level (baccalaureate or master’s) rather than the school/department-level or institutional-level. <ul style="list-style-type: none"> <li>○ If collaborations with the institution and/or other departments are discussed, then identify the social work program’s active role in those efforts.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <i>Focus of this standard</i>: What intentional efforts are made throughout the curricula (classroom and field settings) to prioritize ADEI. <ul style="list-style-type: none"> <li>○ Select efforts that prioritize and maximize attention to ADEI in the classroom or field settings.</li> <li>○ Consider breadth, depth, and scope across the program.</li> </ul> </li> <li>● It is helpful to select efforts from across the curriculum.</li> <li>● Examples of specific and continuous explicit curriculum ADEI efforts: <ul style="list-style-type: none"> <li>○ Course-based activities <ul style="list-style-type: none"> <li>▪ Structured ADEI dialogue/discourse</li> <li>▪ Assignments focused on learning about White supremacy, positionality, power, privilege, and difference</li> <li>▪ In-class activities focused on intersectionality and developing cultural humility</li> <li>▪ Classroom organizing to dismantle oppressive policies</li> <li>▪ Storytelling projects and displays (e.g., photovoice)</li> <li>▪ Dialogue skills training</li> <li>▪ Hosting guest speakers/panels</li> <li>▪ Designated class time to honor, reflect upon, or discuss current or historical events</li> </ul> </li> <li>○ Field-based activities <ul style="list-style-type: none"> <li>▪ Reflective exercises on practice with historically and currently oppressed populations</li> </ul> </li> </ul> </li> </ul>
b. The program addresses all program options	<ul style="list-style-type: none"> <li>● Explicitly address each program option.</li> </ul>	

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
		<ul style="list-style-type: none"> <li>○ Implement policies permitting employment-based field placements</li> <li>○ Study abroad social work courses and/or field placements</li> <li>○ Readings from the global majority</li> <li>○ Field education orientation</li> <li>○ Field instruction orientation, trainings, and professional development opportunities, and continuing dialogue with field education settings</li> <li>○ Diversity of field instructors</li> <li>○ Diversity of field placement settings</li> <li>○ Curriculum design frameworks/pedagogies (e.g., each class includes one activity on anti-oppressive social work practice, cultural humility)</li> <li>○ Statements and land acknowledgements in syllabi</li> <li>○ Accessible course materials and platforms</li> <li>○ Teaching ADEI concepts via simulations, virtual reality, and/or artificial intelligence</li> <li>○ Offering courses to students that are incarcerated</li> <li>○ Neuro-inclusive teaching techniques</li> <li>● Programs may identify efforts that are also identified on the program’s curriculum matrix (AS 3.1.2 and AS M3.2.4). <ul style="list-style-type: none"> <li>○ Explain how these efforts are continuous and prioritize ADEI in the explicit curriculum.</li> </ul> </li> <li>● Consider describing how each effort affirms and respects the intersectional dimensions of diversity, equity, and inclusion identified in <b>EP 2.0</b>. <ul style="list-style-type: none"> <li>○ It is <u>not</u> required to discuss every dimension.</li> </ul> </li> </ul>

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
		<ul style="list-style-type: none"> <li>Use subheadings to clearly address each component of the standard.</li> </ul> <hr/> <p><b>Candidate Programs</b> / AS 2.0.1 is reviewed for:</p> <ul style="list-style-type: none"> <li>Draft at Benchmark 1</li> <li>Approval at Benchmark 2</li> <li>Compliance at Benchmark 3</li> </ul>

**Accreditation Standard 2.0.2:** The program engages in specific and continuous efforts within the implicit curriculum related to anti-racism, diversity, equity, and inclusion.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
<p>a. The program provides examples of its specific and continuous efforts within the implicit curriculum related to ADEI, as described in <b>Educational Policy 2.0.</b></p>	<ul style="list-style-type: none"> <li>The program identifies its specific and continuous efforts within the implicit curriculum that address each of the following areas: <ul style="list-style-type: none"> <li>Anti-racism</li> <li>Diversity</li> <li>Equity</li> <li>Inclusion</li> </ul> </li> <li>The program selects the number of efforts. <ul style="list-style-type: none"> <li>Multiple ADEI areas may be connected to a single effort because the ADEI areas are holistic and integrated.</li> </ul> </li> <li>Specific and continuous (ongoing) efforts are required; one-time events alone are <u>not</u> accepted.</li> <li>Efforts must be specific to the program-level (baccalaureate or master's) rather than the school/department-level or institutional-level.</li> </ul>	<ul style="list-style-type: none"> <li><b>Definitions:</b> <ul style="list-style-type: none"> <li><a href="#">Anti-oppression</a></li> <li><a href="#">Anti-racism</a></li> <li><a href="#">Diversity</a></li> <li><a href="#">Equity</a></li> <li><a href="#">Implicit Curriculum</a></li> <li><a href="#">Inclusion</a></li> <li><a href="#">Intersectionality</a></li> </ul> </li> <li><i>Focus of this standard:</i> What intentional efforts are made throughout program operations, outside of the formal curriculum design and delivery (classroom and field settings), to prioritize ADEI. <ul style="list-style-type: none"> <li>Consider the scope and depth of the efforts described.</li> </ul> </li> </ul>

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
	<ul style="list-style-type: none"> <li>○ If collaborations with the institution and/or other departments are discussed, then identify the social work program’s active role in those efforts.</li> <li>● While this response may be supported by demographic data and statistical diversity of faculty, administrators, staff, and students, the narrative must expand beyond this.</li> </ul>	<ul style="list-style-type: none"> <li>○ Consider describing the major ADEI-related contextual features unique to the program’s location or delivery method.</li> <li>○ Consider breadth, depth, and scope across the program.</li> <li>● It is helpful to select efforts from across the learning environment.</li> <li>● Examples of specific and continuous implicit curriculum ADEI efforts: <ul style="list-style-type: none"> <li>○ Structured ADEI dialogue/discourse (e.g., townhalls, community conversations, listening sessions with various groups)</li> <li>○ Faculty trainings and professional development opportunities <ul style="list-style-type: none"> <li>▪ Anti-racist pedagogy</li> <li>▪ Harm reduction</li> <li>▪ Unconscious bias</li> </ul> </li> <li>○ Extracurricular programs and events <ul style="list-style-type: none"> <li>▪ Cultural festival or dance</li> <li>▪ World meal potluck</li> <li>▪ Art performance or installation</li> <li>▪ Indigenous storytelling</li> <li>▪ Interfaith gathering/dialogue</li> </ul> </li> <li>○ Conferences and speaker series</li> <li>○ ADEI-focused culture/climate initiatives</li> <li>○ Student organization projects (e.g., voter registration drive/tabling, social justice art fair)</li> <li>○ Social movement organizing</li> <li>○ Legislative policy advocacy projects/events (e.g., LEAD, letter writing campaigns)</li> <li>○ Grant-funded initiatives</li> <li>○ Grants or funding sources</li> </ul> </li> </ul>
<p>b. The program addresses all program options.</p>	<ul style="list-style-type: none"> <li>● Explicitly address each program option.</li> </ul>	

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
		<ul style="list-style-type: none"> <li>▪ Travel or commuting stipends</li> <li>▪ Emergency fund</li> <li>○ Scholarship and fellowship programs</li> <li>○ Fundraisers for agencies, causes, or drives</li> <li>○ Food, toiletry, clothing, and/or toy drive collections</li> <li>○ Community garden, food pantry, clothing and/or toiletry closet for students and their families</li> <li>○ Community partnerships</li> <li>○ Student, faculty, and staff recruitment and retention policies</li> <li>○ Student, faculty, and staff demographics</li> <li>○ Social identity affinity groups</li> <li>○ Symbols and aesthetics in the learning environment</li> <li>○ Student orientation activities and events</li> <li>○ Mentorship and advising programs</li> <li>○ Programs for first generation, second career, or transfer students</li> <li>○ Extended or virtual office hours</li> <li>○ ADEI Committees</li> <li>○ Faculty and/or student team research foci (e.g., public scholarship and translating complex social work topics for mass engagement)</li> <li>○ Ethical research engagement guidelines (e.g., community-based participatory research)</li> <li>○ Faculty providing ADEI-related consultation, trainings, or resources to other academic programs or community partners</li> <li>○ Statements and land acknowledgements with action plans</li> </ul>

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
		<ul style="list-style-type: none"> <li>○ Program/cohort community guidelines</li> <li>○ Articulation agreements with community colleges</li> <li>○ Low/no cost professional development/trainings for students, faculty, staff, field instructors, alumnae, and/or local social workers <ul style="list-style-type: none"> <li>▪ Bystander intervention</li> <li>▪ Inclusive language</li> <li>▪ Financial literacy</li> </ul> </li> <li>○ Accessible learning management system, educational technology, classroom, and educational spaces (e.g., wellness room, inclusive restrooms, nursing spaces, spiritual practice spaces)</li> <li>○ No cost refreshments/meals shared during educational events</li> <li>○ Childcare at extracurricular events</li> <li>○ Offering/promoting awareness of whole health resources for students, faculty, staff, and/or field instructors (e.g., counseling, support groups, fitness/wellness centers)</li> <li>○ Offering organizational memberships to students, faculty, staff, and/or field instructors</li> <li>○ Professional development offerings for emerging professionals <ul style="list-style-type: none"> <li>▪ Resume building, interviewing techniques, professional conduct, licensing prep, and graduate school pathways</li> <li>▪ Student/alumnae features, articles, or spotlights that can be used in application materials</li> </ul> </li> </ul>

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
		<ul style="list-style-type: none"> <li>○ Laptop or technology borrowing program</li> <li>○ Host a virtual or physical community board for book swapping, housing opportunities, social activities, job searching, and other community announcements</li> <li>○ Celebrations in honor of awareness or cultural days or months (e.g., Black History Month, Women’s History Month, Arab American History Month, Autism Awareness Month, Asian American and Pacific Islander Heritage Month, Jewish American Heritage Month, Disability Pride Month, Hispanic/Latinx Heritage Month, Native American Heritage Month, LGBTQIA+ Pride Month)</li> <li>○ Copy/paste relevant written policies regarding implicit curriculum efforts made to prioritize ADEI <ul style="list-style-type: none"> <li>▪ Restorative justice principals integrated into due process policies</li> </ul> </li> <li>● Consider describing how each effort affirms and respects the intersectional dimensions of diversity, equity, and inclusion identified in <b>EP 2.0</b>. <ul style="list-style-type: none"> <li>○ It is <u>not</u> required to discuss every dimension.</li> </ul> </li> <li>● Use subheadings to clearly address each component of the standard.</li> </ul> <hr/> <p><b><u>Candidate Programs</u></b> / AS 2.0.2 is reviewed for:</p> <ul style="list-style-type: none"> <li>● Draft at Benchmark 1</li> <li>● Approval at Benchmark 2</li> <li>● Compliance at Benchmark 3</li> </ul>



## **Educational Policy 3.0 — Explicit Curriculum**

The explicit curriculum is the program’s design and delivery of formal education to students, and it includes the curriculum design, courses, course content, and field education curriculum used for each of its program options. Social work education is grounded in the liberal arts and a commitment to anti-racism, diversity, equity, and inclusion, which together provide the intellectual basis for the professional curriculum and inform its design. The integration of anti-racism, diversity, equity, and inclusion principles across the explicit curriculum includes anti-oppression and global positionality, interdisciplinary perspectives, and comparative analysis regarding policy, practice, and research. Using a competency-based education framework, the explicit curriculum prepares students for professional social work practice at the baccalaureate and master’s levels. Baccalaureate programs provide students with strong generalist practice knowledge, values, skills, and cognitive and affective processes that prepare them for professional practice with individuals, families, groups, organizations, and communities. Master’s programs provide students with knowledge, values, skills, and cognitive and affective processes at both generalist and specialized levels that prepare them for professional practice with individuals, families, groups, organizations, and communities. The explicit curriculum, including field education, fosters a learning environment and engaged learning methods informed by guidance from the professional practice community. Design and delivery of the explicit curriculum incorporate experientially based learning opportunities informed by teaching that includes digital and information literacy and technology-supported learning. The program’s commitment to continuous curriculum improvement is guided by evolving contemporary science and interprofessional research.

## **Educational Policy 3.1 — Generalist Practice**

The baccalaureate and master’s programs in social work prepare students for professional practice at a generalist level. The descriptions of the nine social work competencies presented in the EPAS identify the knowledge, values, skills, and cognitive and affective processes that are subsequently demonstrated in students’ observable behaviors indicative of competence at a generalist level of practice. Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities, based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social, racial, economic, and environmental justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.

### **Nine Social Work Competencies**

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

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

**Competency 3:** Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

**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 3.1 — Generalist Practice

**Accreditation Standard 3.1.1:** The program’s generalist practice curriculum integrates the classroom and field and is informed by the professional practice community.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
a. The program provides a rationale for its generalist practice curriculum design.	<ul style="list-style-type: none"><li>• Describe the generalist practice curriculum design, <b>including all classroom and field education courses.</b><ul style="list-style-type: none"><li>○ Identify any theories, concepts, and/or pedagogical ideas used to inform the design.</li><li>○ List required courses by course number and title.</li><li>○ Identify when each required course is offered within the broader design.</li><li>○ Describe <i>how</i> each required course influences and builds upon one another.</li><li>○ Explain how students progress through the curriculum.</li></ul></li><li>• It is insufficient to only provide a list of courses and their descriptions (e.g., course catalog).</li></ul>	<ul style="list-style-type: none"><li>• <b>Definitions:</b><ul style="list-style-type: none"><li>○ <a href="#">Competency-based Education</a></li><li>○ <a href="#">Competency-based Education Framework</a></li><li>○ <a href="#">Curriculum</a></li><li>○ <a href="#">Curriculum Design</a></li><li>○ <a href="#">Generalist Practice</a></li><li>○ <a href="#">Interprofessional Education</a></li><li>○ <a href="#">Rationale</a></li></ul></li><li>• <i>Focus of this standard:</i> Explain the generalist practice formal curriculum design elements, required courses, rationale for the design, and integration between class and field <b>and</b> explain how the professional practice community is engaged and the</li></ul>

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
b. The program describes how its generalist practice curriculum integrates classroom and field.	<ul style="list-style-type: none"> <li>• Explain the coherent integration between the class and field curricula.</li> </ul>	<p>impact this engagement has on curriculum content, development, and delivery.</p> <ul style="list-style-type: none"> <li>• Prompts for describing the formal curriculum design:               <ul style="list-style-type: none"> <li>○ <i>What?</i> <ul style="list-style-type: none"> <li>▪ What elements comprise the curriculum?</li> <li>▪ What is the relationship between those elements?</li> <li>▪ What are the required courses?</li> <li>▪ <i>Optional:</i> What are the elective courses?</li> <li>▪ Include course descriptions from the course catalog.</li> <li>▪ If the curriculum were explained to prospective students, what would be shared?</li> </ul> </li> <li>○ <i>When?</i> <ul style="list-style-type: none"> <li>▪ When is each required course offered within the broader design?</li> <li>▪ <i>Optional:</i> When is each elective course offered within the broader design?</li> <li>▪ Consider sectioning the narrative by term or academic year.</li> <li>▪ Consider including a visual term-by-term plan of study (e.g., table/chart for tracking student progression through the curriculum, typically provided by a registrar’s office).</li> </ul> </li> <li>○ <i>Why?</i> <ul style="list-style-type: none"> <li>▪ Which theories, concepts, and/or pedagogical ideas inform the design?</li> </ul> </li> </ul> </li> </ul>
c. The program describes how its generalist practice curriculum is informed by the professional practice community.	<ul style="list-style-type: none"> <li>• Explain how the professional practice community is actively engaged in the explicit curriculum.</li> <li>• Explain the professional practice community’s impact on curriculum content, development, and delivery</li> </ul>	
d. The program addresses all program options	<ul style="list-style-type: none"> <li>• Explicitly address each program option.</li> </ul>	

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
		<ul style="list-style-type: none"> <li>▪ In what order is content engaged? Why?</li> <li>▪ What content is engaged concurrently? Why?</li> <li>▪ What content is prerequisite to other content? Why?</li> <li>▪ Is there a developmental order to the design?</li> <li>▪ Is there a logical progression to the curriculum?</li> <li>▪ Why does the composition and configuration of courses make coherent sense?</li> <li>○ <i>How?</i> <ul style="list-style-type: none"> <li>▪ How does each required course influence and build upon one another?</li> <li>▪ How do students progress through the curriculum, from admission through graduation?</li> </ul> </li> <li>• <i>Optional:</i> Consider summarizing electives, general education requirements, institutional core curricula, certificate programs, dual degree programs, and other optional curricular offerings.</li> <li>• Prompts for explaining the coherent integration between class and field: <ul style="list-style-type: none"> <li>○ How does the design coherently integrate class and field?</li> <li>○ How does the design intentionally show the symbiotic relationship between class and field?</li> <li>○ How does the design maximize class-based learning and field-based practice outcomes?</li> </ul> </li> </ul>

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
		<ul style="list-style-type: none"> <li>○ Is there a logical progression to ensure students are prepared for entering field and continue strengthening competence once in field?</li> <li>○ Are there prerequisites to field?</li> <li>○ Are practice courses and field courses taken concurrently?</li> <li>○ How does the design ensure students engage in both theory and practice?</li> <li>● Consider how the program builds fluid connections between education preparation and career practice, ensuring programs do not exist in isolation in academia.</li> <li>● Example mechanisms for the professional practice community to inform the curriculum: <ul style="list-style-type: none"> <li>○ Reserving seats/positions on curriculum committee or other relevant standing committees for field instructors or practitioners</li> <li>○ Convening a community advisory board</li> <li>○ Collecting feedback via surveys or focus groups from field instructors, alumni practicing social work, or other practitioners</li> <li>○ Leveraging current field process to invite input <ul style="list-style-type: none"> <li>▪ Field instructor orientation and trainings</li> <li>▪ Lunch and learns</li> <li>▪ Annual celebrations and feedback events</li> <li>▪ Periodic site visits and other exchanges with field agencies/field instructors</li> </ul> </li> </ul> </li> </ul>

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
		<ul style="list-style-type: none"> <li>○ Annual review of syllabi to ensure use of current practice-based materials (e.g., books, media)</li> <li>○ Hosting guest speakers/panels</li> <li>● The accrediting body and EPAS does <u>not</u> mandate a list of courses every social work program must offer. <ul style="list-style-type: none"> <li>○ Social work education in the U.S. is competency-based.</li> <li>○ This educational design allows each program to design, rationalize, and map their curriculum to the nine social work competencies with the goal of teaching, learning, and practicing the knowledge, values, skills, and cognitive and affective processes related to each competency.</li> <li>○ Thus, each program’s curricular/course requirements vary widely and are unique to their mission and context.</li> </ul> </li> <li>● Programs determine the formal title(s) of the degree(s) awarded. <ul style="list-style-type: none"> <li>○ One program may award multiple degrees for completion of the same program/curriculum.</li> <li>○ In such cases, degree titles typically vary based upon which institution-level general education or liberal arts requirements students complete.</li> </ul> </li> <li>● The accrediting body and EPAS does <u>not</u> address the number of credit hours for degree attainment/conferral. Such decisions are beyond programmatic accreditation and at the discretion of the program, their institution, state-based higher education authority, and/or regional accreditor.</li> </ul>

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
		<ul style="list-style-type: none"> <li>○ Programs are advised to inquire with their state’s licensing board regarding any post-degree practice implications.</li> <li>● Use subheadings to clearly address each component of the standard.</li> </ul> <hr/> <p><b><u>Candidate Programs</u></b> / AS 3.1.1 is reviewed for:</p> <ul style="list-style-type: none"> <li>● Approval at Benchmark 1</li> <li>● Compliance at Benchmark 3</li> </ul>

**Accreditation Standard 3.1.2:** The program’s generalist practice curriculum content implements the nine social work competencies (and any additional competencies added by the program).

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
<p>a. The program identifies and provides any additional competencies and corresponding behaviors added by the program (if applicable).</p>	<ul style="list-style-type: none"> <li>● For generalist practice, baccalaureate and master’s programs are required to implement the nine social work competencies as described in the <a href="#">2022 EPAS</a> (pages 8-13). <ul style="list-style-type: none"> <li>○ Programs must use all competencies and behaviors exactly as written in the EPAS.</li> <li>○ Programs may add additional competencies or behaviors relevant to the program’s context.</li> <li>○ Programs may elect to develop additional behaviors that integrate the dimensions and represent observable components of each competency.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <b>Definitions:</b> <ul style="list-style-type: none"> <li>○ <a href="#">Behaviors</a></li> <li>○ <a href="#">Cognitive and Affective Processes</a></li> <li>○ <a href="#">Generalist Practice</a></li> <li>○ <a href="#">Matrix</a></li> <li>○ <a href="#">Nine Social Work Competencies</a></li> </ul> </li> <li>● <b>SAMPLE: <a href="#">Form AS 3.1.2 – Generalist Practice Curriculum Matrix</a></b></li> <li>● Baccalaureate and master’s programs may elect to add one (1) or more generalist competencies unique to the program’s mission and context.</li> </ul>

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
	<ul style="list-style-type: none"> <li>• <i>Only programs that add one or more competencies are required to respond to this compliance statement and include a narrative preceding the matrix.</i></li> <li>• For each added competency, list the:               <ul style="list-style-type: none"> <li>○ Competency title</li> <li>○ Descriptive paragraph(s)</li> <li>○ Behavior(s)</li> </ul> </li> <li>• For the competency descriptive paragraph(s):               <ul style="list-style-type: none"> <li>○ Each descriptive paragraph must incorporate the four (4) dimensions (i.e., knowledge, values, skills, and cognitive and affective processes) that comprise each competency.</li> </ul> </li> <li>• For the behavior(s):               <ul style="list-style-type: none"> <li>○ A minimum of one (1) behavior must be identified for each competency.</li> <li>○ There is <u>not</u> a specific number of behaviors required.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Adding one (1) or more competencies means:               <ul style="list-style-type: none"> <li>○ Writing customized competency descriptive paragraphs infusing the four (4) dimensions (i.e., knowledge, values, skills, and cognitive and affective processes)</li> <li>○ Writing customized behavior(s) (i.e., observable components of the competency which operationalize the competency in <i>real or practice situations</i> [e.g., field settings])</li> <li>○ Delivering a curriculum that is customized to provide students with the knowledge, values, skills, and cognitive and affective processes relevant to that competency</li> <li>○ Using the descriptive paragraph and behaviors to inform the generalist practice curriculum design, content, and competency-based outcomes</li> </ul> </li> </ul>
<p>b. The program submits Form AS 3.1.2.</p>	<ul style="list-style-type: none"> <li>• <b>REQUIRED FORM:</b> <a href="#"><u>Form AS 3.1.2 – Generalist Practice Curriculum Matrix</u></a></li> <li>• Provide a generalist practice curriculum matrix that includes:               <ul style="list-style-type: none"> <li>○ Nine social work competencies</li> <li>○ Any competencies added by the program</li> <li>○ The best examples of competency-based required course content all students receive consistently</li> </ul> </li> <li>• Each course content example must include:               <ul style="list-style-type: none"> <li>○ Required course number and title</li> <li>○ Title of specific required course content</li> <li>○ Brief description of required course content</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The intent and purpose of the curriculum matrix is different than the <i>Student Achievement Assessment Plan</i> [AS 5.0.1(a)].               <ul style="list-style-type: none"> <li>○ The curriculum matrix is snapshot featuring specific required course content strongly relating to each competency, dimension, and/or system-level which all students are learning in the classroom.                   <ul style="list-style-type: none"> <li>▪ Curriculum Matrix = guaranteeing/delivering consistent content</li> </ul> </li> </ul> </li> </ul>



COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
	<ul style="list-style-type: none"> <li>○ The relevant dimensions (i.e., knowledge, values, skills, and/or cognitive and affective processes)</li> <li>○ For competencies 6-9, the relevant system levels (i.e., individuals, families, groups, organizations, and/or communities)</li> <li>○ Page number reference to the relevant syllabi in Volume 2 of the self-study or benchmark document</li> <li>● For dimensions (i.e., knowledge, values, skills, and cognitive and affective processes): <ul style="list-style-type: none"> <li>○ Each dimension must be addressed a minimum of once per competency.</li> <li>○ Multiple dimensions can be connected to a single piece of course content, if the program clearly links the content to the competency, dimension(s), and/or system level(s) identified.</li> </ul> </li> <li>● <b>For competencies 6-9</b> system levels (i.e., individuals, families, groups, organizations, and communities): <ul style="list-style-type: none"> <li>○ Each system level must be addressed a minimum of once per competency.</li> <li>○ Multiple system levels can be connected to a single piece of course content, if the program clearly links the content to the competency, dimension(s), and/or system level(s) identified.</li> </ul> </li> <li>● The matrix content must match the syllabus content including the competency, dimension(s), and/or system level(s).</li> <li>● It is <u>not</u> required for every required course to be included on the matrix.</li> </ul>	<ul style="list-style-type: none"> <li>○ The <i>Student Achievement Assessment Plan</i> details how the program is measuring competency-based student learning outcomes. <ul style="list-style-type: none"> <li>▪ Student Achievement Assessment Plan = demonstrating/assessing competence</li> </ul> </li> <li>○ It is <u>not</u> required for these matrices to match, even if the program is using a course-embedded measure model.</li> <li>● Behaviors are optional/<u>not</u> required to be included in the matrix.</li> <li>● <b>Programs determine their own course titles, prefixes, and numbers.</b></li> <li>● The matrix is <u>not</u> intended to serve as a comprehensive curricular map.</li> <li>● It is <u>not</u> required to list every instance of competency-based learning in the generalist curriculum.</li> <li>● Prompts for identifying, selecting, and mapping required courses in the matrix: <ul style="list-style-type: none"> <li>○ Consider featuring a spread of required courses from across the generalist curriculum.</li> <li>○ Matrix content answers the question: "The program is confident we are preparing competent social work practitioners because students learn [dimension(s)] of competency [#] via [specific required course content] in [course # and title]. <ul style="list-style-type: none"> <li>▪ Example: The program is confident we are preparing competent social work practitioners because students</li> </ul> </li> </ul> </li> </ul>

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
	<ul style="list-style-type: none"> <li>• Do <u>not</u> include elective courses or elective course content on the matrix.</li> <li>• If a program offers a series of required courses in which a student must take one of any number of courses to fulfill the requirement, then the same course content must be offered consistently across all courses to be included on the matrix.</li> <li>• Programs may elect to include cross-listed or interdisciplinary course content that is required for all students on the matrix. <ul style="list-style-type: none"> <li>○ In such cases, content must be clearly linked to the competency, dimension(s), and/or system level(s).</li> </ul> </li> </ul>	<p>learn values and cognitive and affective processes of competencies #1 and #2 via a Reflection Paper on Intersectionality, Identities, and Your Social Work Goals in SW 305: Social Work Practice in a Diverse &amp; Global Society.</p> <ul style="list-style-type: none"> <li>• Prompts for identifying, selecting, and mapping the best required course content examples in the matrix: <ul style="list-style-type: none"> <li>○ Select content that best aligns with the competency descriptive paragraph.</li> <li>○ Select content that is identical across all sections of the same course even if taught by different instructors.</li> </ul> </li> </ul>
<p>c. The program provides a syllabus in Volume 2 for each course listed on <b>Form AS 3.1.2</b> to illustrate how its curriculum content implements the nine social work competencies (and any additional competencies added by the program) to prepare students for generalist practice.</p>	<ul style="list-style-type: none"> <li>• <b>REQUIRED ENCLOSURE:</b> Submit syllabi in Volume 2 of self-study and benchmark documents for each required course on the matrix.</li> <li>• Use a consistent format for all syllabi. <ul style="list-style-type: none"> <li>○ There are no requirements regarding the content or formatting of syllabi, with the exception that submitted syllabi must be consistently formatted.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Examples of required course content: <ul style="list-style-type: none"> <li>○ Assignments</li> <li>○ In-class activities</li> <li>○ Readings</li> <li>○ Modules</li> </ul> </li> <li>• Exams and quizzes on the matrix: <ul style="list-style-type: none"> <li>○ Include content on the matrix that is designed to deliver competency-based learning.</li> <li>○ If included, clearly connect exams and quizzes to the competency, dimension(s), and/or system levels and explain how this activity delivers competency-based content to students.</li> </ul> </li> </ul>
<p>d. The program addresses all program options</p>	<ul style="list-style-type: none"> <li>• Explicitly address each program option. <ul style="list-style-type: none"> <li>○ Programs may elect to use the same or different curriculum matrices per each program option.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Field courses and content on the matrix: <ul style="list-style-type: none"> <li>○ Only include field courses/content on the matrix that is consistent for all students regardless of field setting-based activities and tasks.</li> </ul> </li> </ul>

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
		<ul style="list-style-type: none"> <li>○ <i>Can be included on the matrix:</i> Field seminar content that is required, specific, and consistent for all students.</li> <li>○ <i>Cannot be included on the matrix:</i> Field setting-based activities and tasks that are not typically required, specific, and consistent for all students because learning opportunities differ across settings. Field-based learning agreements, as they are a contract ensuring students will practice competencies in field, and not a tool for delivering competency-based content.</li> <li>● Consider addressing each element of the competency title. <ul style="list-style-type: none"> <li>○ If one or more of the elements of the competency is not clearly addressed in the matrix and/or relevant syllabus, it may be cited.</li> <li>○ Example for <i>Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice</i>, the program addressed social, racial, and economic justice, yet did not identify specific required course content addressing human rights nor environmental justice.</li> <li>○ Example for <i>Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice</i> the program addressed anti-racism and equity, yet did not identify specific required course content addressing diversity nor inclusion.</li> </ul> </li> <li>● Considerations for matching the matrix and syllabi:</li> </ul>

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
		<ul style="list-style-type: none"> <li>○ Consider titling the specific course content consistently between the matrix and syllabi.</li> <li>○ Continuously paginate Volume 2 of the self-study or benchmark document so that reviewers can cross-check the matrix and syllabi.</li> <li>○ If the matrix is cited, programs must update/resubmit <b>relevant</b> syllabi.</li> <li>● Use subheadings to clearly address each component of the standard.</li> </ul> <hr/> <p><b>Candidate Programs</b> / AS 3.1.2 is reviewed for:</p> <ul style="list-style-type: none"> <li>● Draft at Benchmark 1 (Including Syllabi in Volume 2)</li> <li>● Approval at Benchmark 2 (Including Syllabi in Volume 2)</li> <li>● Compliance at Benchmark 3 (Including Syllabi in Volume 2)</li> </ul>

## Educational Policy M3.2 — Specialized Practice

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

### Accreditation Standard M3.2 — Specialized Practice

**Accreditation Standard M3.2.1:** The program has at least one area of specialized practice. For each area of specialized practice, the program extends and enhances the nine social work competencies (and any additional competencies added by the program).

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
a. The program provides its area(s) of specialized practice, as described in <b>Educational Policy M3.2.</b>	<ul style="list-style-type: none"> <li>• List each area of specialized practice.                             <ul style="list-style-type: none"> <li>○ Master’s programs must have a minimum of one (1) area of specialized practice.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Definitions:</b> <ul style="list-style-type: none"> <li>○ <a href="#">Area of Specialized Practice</a></li> <li>○ <a href="#">Behaviors</a></li> <li>○ <a href="#">Cognitive and Affective Processes</a></li> <li>○ <a href="#">Interprofessional Education</a></li> <li>○ <a href="#">Nine Social Work Competencies</a></li> <li>○ <a href="#">Specialized Practice</a></li> </ul> </li> <li>• <a href="#"><b>SAMPLE: AS M3.2.1 – Specialized (i.e., extended and enhanced) competencies and behaviors</b></a></li> <li>• Advanced generalist is considered an area of specialized practice and programs must develop specialized (i.e., extended and enhanced) competencies.</li> </ul>
b. The program provides its extended and enhanced nine social work competencies and corresponding behaviors (and any additional competencies added by the program) for each area of specialized practice.	<ul style="list-style-type: none"> <li>• For each area of specialized practice, the program extends and enhances the nine social work competencies and any additional competencies added by the program.</li> <li>• For each specialized competency, list the:                             <ul style="list-style-type: none"> <li>○ Competency title</li> <li>○ Descriptive paragraph(s)</li> <li>○ Behavior(s)</li> </ul> </li> <li>• Titles for competencies 1-5 must remain identical to the nine generalist competences.</li> </ul>	

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
	<ul style="list-style-type: none"> <li>• Titles for competencies 6-9 may change to reflect the specialized/relevant system levels (e.g., individuals, families, groups, organizations, and/or communities) the program elects to extend and enhance.               <ul style="list-style-type: none"> <li>○ Advanced generalist and population-specific areas of specialized practice must extend and enhance all five (5) system levels.</li> <li>○ The extended and enhanced system levels must match those identified in response to <b>AS M3.2.4, AS M3.3.2, and AS 5.0.1(a)</b>.</li> </ul> </li> <li>• Descriptive paragraphs for the customized specialized (i.e., extended and enhanced) nine social work competencies and any added by the program must incorporate:               <ul style="list-style-type: none"> <li>○ The four (4) dimensions (i.e., knowledge, values, skills, and cognitive and affective processes) that comprise each competency.</li> </ul> </li> <li>• Behavior(s) for the customized specialized (i.e., extended and enhanced) nine social work competencies and any added by the program must include:               <ul style="list-style-type: none"> <li>○ A minimum of one (1) behavior identified for each competency.</li> <li>○ There is <u>not</u> a specific number of behaviors required.</li> </ul> </li> <li>• It is insufficient to only add the area of specialized practice name to each competency and/or behavior. This is <u>not</u> defined as extending and enhancing the competencies.</li> </ul>	<ul style="list-style-type: none"> <li>• Extending and enhancing the nine social work competencies, and any other competencies developed by the program) means:               <ul style="list-style-type: none"> <li>○ Writing customized competency descriptive paragraphs infusing the four (4) dimensions (i.e., knowledge, values, skills, and cognitive and affective processes)</li> <li>○ Writing customized behavior(s) (i.e., observable components of the competency which operationalize the competency in <i>real or practice situations</i> [e.g., field settings])</li> <li>○ Delivering a curriculum that is customized to provide students with the knowledge, values, skills, and cognitive and affective processes relevant to that area of specialized practice</li> <li>○ Using the descriptive paragraph and behaviors to inform the specialized practice curriculum design, content, and competency-based outcomes</li> </ul> </li> <li>• Master’s programs may elect to add one (1) or more specialized competencies unique to the program’s mission and context.</li> <li>• Use subheadings to clearly address each component of the standard.</li> </ul> <hr/> <p><b><u>Candidate Programs</u></b> / AS M3.2.1 is reviewed for:</p> <ul style="list-style-type: none"> <li>• Approval at Benchmark 1</li> <li>• Compliance at Benchmark 3</li> </ul>
c. The program addresses all program options.	<ul style="list-style-type: none"> <li>• Explicitly address each program option.</li> </ul>	

**Accreditation Standard M3.2.2:** The program’s area(s) of specialized practice builds on elements of generalist practice.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
<p>a. The program explains how each area of specialized practice, as described in <b>Educational Policy M3.2</b>, builds on the elements of generalist practice, as described in <b>Educational Policy 3.1</b>.</p>	<ul style="list-style-type: none"> <li>• For each area of specialized practice, explain:               <ul style="list-style-type: none"> <li>○ <i>How</i> the area of specialized practice builds on elements of generalist practice as defined in <b>EP 3.1</b>.                   <ul style="list-style-type: none"> <li>▪ Select the elements of the generalist practice definition that best influence each area of specialized practice.</li> <li>▪ It is <u>not</u> required to discuss all elements.</li> <li>▪ Explain how each area of specialized practice builds upon each selected element.</li> </ul> </li> <li>○ <i>How</i> the area of specialized practice builds on one (1) or more of the following system levels:                   <ul style="list-style-type: none"> <li>▪ Individuals</li> <li>▪ Families</li> <li>▪ Groups</li> <li>▪ Organizations</li> <li>▪ Communities</li> </ul> </li> <li>○ System levels must match those identified in response to <b>AS M3.2.1</b>, <b>AS M3.2.4</b>, and <b>AS 5.0.1(a)</b>.</li> </ul> </li> <li>• It is insufficient to only provide a declarative statement that the area of specialized practice builds on elements of generalist practice.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Definitions:</b> <ul style="list-style-type: none"> <li>○ <a href="#">Generalist Practice</a></li> <li>○ <a href="#">Specialized Practice</a></li> </ul> </li> <li>• For each area of specialized practice, consider including a table identifying how elements of the area of specialized practice builds on elements of the definition of generalist practice (<b>EP 3.1</b>) to visually demonstrate the relationship.               <ul style="list-style-type: none"> <li>○ Consider all elements of the generalist practice definition yet select those that best influence each area of specialized practice.</li> <li>○ Tables help clarify how specialized practice builds on generalist practice and visually separate text.</li> <li>○ If a table is provided, a narrative discussion of <i>how</i> the area of specialized practice builds on generalist practice must be included.</li> </ul> </li> <li>• Consider <b>bolding</b>, <u>underlining</u>, <i>italicizing</i>, etc. the elements of the area of specialized practice that build on elements of the definition of generalist practice (<b>EP 3.1</b>) to identify language consistencies.</li> <li>• Use subheadings to clearly address each component of the standard.</li> </ul> <hr/> <p><b><a href="#">Candidate Programs</a></b> / <i>AS M3.2.2 is reviewed for:</i></p>
<p>b. The program addresses all program options.</p>	<ul style="list-style-type: none"> <li>• Explicitly address each program option.</li> </ul>	<ul style="list-style-type: none"> <li>• Approval at Benchmark 1</li> <li>• Compliance at Benchmark 3</li> </ul>

**Accreditation Standard M3.2.3:** The program’s specialized practice curriculum integrates classroom and field and is informed by the professional practice community.



COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
<p>a. For each area of specialized practice, the program provides a rationale for its specialized practice curriculum design.</p>	<ul style="list-style-type: none"> <li>• For each area of specialized practice, describe the program’s formal curriculum design, <b>including all classroom and field education courses</b>. <ul style="list-style-type: none"> <li>○ Identify any theories, concepts, and/or pedagogical ideas used to inform the design.</li> <li>○ List required courses by course number and title.</li> <li>○ Identify when each required course is offered within the broader design.</li> <li>○ Describe <i>how</i> each required course influences and builds upon one another.</li> <li>○ Explain how students progress through the curriculum.</li> </ul> </li> <li>• It is insufficient to only provide a list of courses and their descriptions (e.g., course catalog).</li> <li>• Master’s programs may elect to integrate generalist and specialized practice curricula. <ul style="list-style-type: none"> <li>○ Specialized courses can contain generalist content and vice-versa.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Definitions:</b> <ul style="list-style-type: none"> <li>○ <a href="#">Competency-based Education</a></li> <li>○ <a href="#">Curriculum</a></li> <li>○ <a href="#">Curriculum Design</a></li> <li>○ <a href="#">Rationale</a></li> <li>○ <a href="#">Specialized Practice</a></li> </ul> </li> <li>• <i>Focus of this standard:</i> For each area of specialized practice, explain the formal curriculum design elements, required courses, rationale for the design, and integration between class and field <b>and</b> explain how the professional practice community is engaged and the impact this engagement has on curriculum content, development, and delivery.</li> <li>• Prompts for describing the formal curriculum design: <ul style="list-style-type: none"> <li>○ <i>What?</i> <ul style="list-style-type: none"> <li>▪ What elements comprise the curriculum?</li> <li>▪ What is the relationship between those elements?</li> <li>▪ What are the required courses?</li> <li>▪ <i>Optional:</i> What are the elective courses?</li> <li>▪ Include course descriptions from the course catalog.</li> <li>▪ If the curriculum were explained to prospective students, what would be shared?</li> </ul> </li> <li>○ <i>When?</i> <ul style="list-style-type: none"> <li>▪ When is each required course offered within the broader design?</li> </ul> </li> </ul> </li> </ul>
<p>b. For each area of specialized practice, the program describes how its specialized practice curriculum integrates classroom and field.</p>	<ul style="list-style-type: none"> <li>• For each area of specialized practice, explain the coherent integration between the class and field curricula.</li> </ul>	
<p>c. For each area of specialized practice, the program describes how its specialized practice curriculum is informed by the professional practice community.</p>	<ul style="list-style-type: none"> <li>• Explain how the professional practice community is actively engaged in the explicit curriculum.</li> <li>• Explain the professional practice community’s impact on curriculum content, development, and delivery</li> </ul>	



COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
d. The program addresses all program options.	<ul style="list-style-type: none"> <li>• Explicitly address each program option.</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Optional:</i> When is each elective course offered within the broader design?</li> <li>▪ Consider sectioning the narrative by term or academic year.</li> <li>▪ Consider including a visual term-by-term plan of study (e.g., table/chart for tracking student progression through the curriculum, typically provided by a registrar’s office).</li> <li>○ <i>Why?</i> <ul style="list-style-type: none"> <li>▪ Which theories, concepts, and/or pedagogical ideas inform the design?</li> <li>▪ In what order is content engaged? Why?</li> <li>▪ What content is engaged concurrently? Why?</li> <li>▪ What content is prerequisite to other content? Why?</li> <li>▪ Is there a developmental order to the design?</li> <li>▪ Is there a logical progression to the curriculum?</li> <li>▪ Why does the composition and configuration of courses make coherent sense?</li> </ul> </li> <li>○ <i>How?</i> <ul style="list-style-type: none"> <li>▪ How does each required course influence and build upon one another?</li> <li>▪ How do students progress through the curriculum, from admission through graduation?</li> </ul> </li> <li>• <i>Optional:</i> Consider summarizing electives, general education requirements, institutional core curricula,</li> </ul>

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
		<p>certificate programs, dual degree programs, and other optional curricular offerings.</p> <ul style="list-style-type: none"> <li>• Prompts for explaining the coherent integration between class and field: <ul style="list-style-type: none"> <li>○ How does the design coherently integrate class and field?</li> <li>○ How does the design intentionally show the symbiotic relationship between class and field?</li> <li>○ How does the design maximize class-based learning and field-based practice outcomes?</li> <li>○ Is there a logical progression to ensure students are prepared for entering field and continue strengthening competence once in field?</li> <li>○ Are there prerequisites to field?</li> <li>○ Are practice courses and field courses taken concurrently?</li> <li>○ How does the design ensure students engage in both theory and practice?</li> </ul> </li> <li>• Consider how the program builds fluid connections between education preparation and career practice, ensuring programs do not exist in isolation in academia.</li> <li>• Example mechanisms for the professional practice community to inform the curriculum: <ul style="list-style-type: none"> <li>○ Reserving seats/positions on curriculum committee or other relevant standing committees for field instructors or practitioners</li> <li>○ Convening a community advisory board</li> <li>○ Collecting feedback via surveys or focus groups from field instructors, alumni practicing social work, or other practitioners</li> </ul> </li> </ul>

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
		<ul style="list-style-type: none"> <li>○ Leveraging current field process to invite input <ul style="list-style-type: none"> <li>▪ Field instructor orientation and trainings</li> <li>▪ Lunch and learns</li> <li>▪ Annual celebrations and feedback events</li> <li>▪ Periodic site visits and other exchanges with field agencies/field instructors</li> </ul> </li> <li>○ Annual review of syllabi to ensure use of current practice-based materials (e.g., books, media)</li> <li>○ Hosting guest speakers/panels</li> <li>● The accrediting body and EPAS does <u>not</u> mandate a list of courses every social work program must offer. <ul style="list-style-type: none"> <li>○ Social work education in the U.S. is competency-based.</li> <li>○ This educational design allows each program to design, rationalize, and map their curriculum to the nine social work competencies with the goal of teaching, learning, and practicing the knowledge, values, skills, and cognitive and affective processes related to each competency.</li> <li>○ Thus, each program’s curricular/course requirements vary widely and are unique to their mission and context.</li> </ul> </li> <li>● Programs determine the formal title(s) of the degree(s) awarded. <ul style="list-style-type: none"> <li>○ One program may award multiple degrees for completion of the same program/curriculum.</li> <li>○ In such cases, degree titles typically vary based upon which institution-level general</li> </ul> </li> </ul>

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
		<p>education or liberal arts requirements students complete.</p> <ul style="list-style-type: none"> <li>• The accrediting body and EPAS does <u>not</u> address the number of credit hours for degree attainment/conferral. Such decisions are beyond programmatic accreditation and at the discretion of the program, their institution, state-based higher education authority, and/or regional accreditor. <ul style="list-style-type: none"> <li>○ Programs are advised to inquire with their state’s licensing board regarding any post-degree practice implications.</li> </ul> </li> <li>• Use subheadings to clearly address each component of the standard.</li> </ul> <hr/> <p><b><u>Candidate Programs</u></b> / <i>AS M3.2.3 is reviewed for:</i></p> <ul style="list-style-type: none"> <li>• Approval at Benchmark 1</li> <li>• Compliance at Benchmark 3</li> </ul>

**Accreditation Standard M3.2.4:** The program’s specialized practice curriculum content implements the nine social work competencies (and any additional competencies added by the program).

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
<p>a. For each area of specialized practice, the program submits Form AS M3.2.4.</p>	<ul style="list-style-type: none"> <li>• <b>REQUIRED FORM:</b> <a href="#">Form AS M3.2.4 – Specialized Practice Curriculum Matrix</a> <ul style="list-style-type: none"> <li>○ For each area of specialized practice, provide a curriculum matrix that includes: <ul style="list-style-type: none"> <li>▪ Nine specialized (i.e., extended and enhanced) social work competencies</li> <li>▪ Any competencies added by the program</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Definitions:</b> <ul style="list-style-type: none"> <li>○ <a href="#">Behaviors</a></li> <li>○ <a href="#">Cognitive and Affective Processes</a></li> <li>○ <a href="#">Matrix</a></li> <li>○ <a href="#">Nine Social Work Competencies</a></li> <li>○ <a href="#">Specialized Practice</a></li> </ul> </li> </ul>

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
	<ul style="list-style-type: none"> <li>▪ Best examples of competency-based required course content all students receive consistently</li> <li>• Each course content example must include:               <ul style="list-style-type: none"> <li>○ Required course number and title</li> <li>○ Title of specific required course content</li> <li>○ Brief description of required course content</li> <li>○ The relevant dimensions (i.e., knowledge, values, skills, and/or cognitive and affective processes)</li> <li>○ For competencies 6-9, the relevant system levels (i.e., individuals, families, groups, organizations, and/or communities) the program has selected to extend and enhance for its area of specialized practice</li> <li>○ Page number reference to the relevant syllabi in Volume 2 of the self-study or benchmark document</li> </ul> </li> <li>• For dimensions (i.e., knowledge, values, skills, and cognitive and affective processes):               <ul style="list-style-type: none"> <li>○ Each dimension must be addressed a minimum of once per competency.</li> <li>○ Multiple dimensions can be connected to a single piece of course content, if the program clearly links the content to the competency, dimension(s), and/or system level(s) identified.</li> </ul> </li> <li>• <b>For competencies 6-9</b> system levels (i.e., individuals, families, groups, organizations, and/or communities):               <ul style="list-style-type: none"> <li>○ Each system level the program has selected for its specialized (i.e., extended and enhanced) competencies must be addressed a minimum of once per competency 6-9.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>SAMPLE: <a href="#">AS M3.2.4 – Specialized Practice Curriculum Matrix</a></b></li> <li>• For each area of specialized practice, programs extend and enhance the nine social work competencies per <b>AS M3.2.1</b>.               <ul style="list-style-type: none"> <li>○ These specialized competencies are mapped in the curriculum matrix.</li> </ul> </li> <li>• Master’s programs may elect to add one (1) or more specialized competencies unique to the program’s mission and context.</li> <li>• Adding one (1) or more competencies means:               <ul style="list-style-type: none"> <li>○ Writing customized competency descriptive paragraphs infusing the four (4) dimensions (i.e., knowledge, values, skills, and cognitive and affective processes)</li> <li>○ Writing customized behavior(s) (i.e., observable components of the competency which operationalize the competency in <i>real or practice situations</i> [e.g., field settings])</li> <li>○ Delivering a curriculum that is customized to provide students with the knowledge, values, skills, and cognitive and affective processes relevant to that competency</li> <li>○ Using the descriptive paragraph and behaviors to inform the specialized practice curriculum design, content, and competency-based outcomes</li> </ul> </li> <li>• The intent and purpose of the curriculum matrix is different than the <i>Student Achievement Assessment Plan</i> [<b>AS 5.0.1 (a)</b>].               <ul style="list-style-type: none"> <li>○ The curriculum matrix is snapshot featuring specific required course content strongly</li> </ul> </li> </ul>

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
	<ul style="list-style-type: none"> <li>○ Multiple system levels can be connected to a single piece of course content, if the program clearly links the content to the competency, dimension(s), and/or system level(s) identified.</li> <li>● The matrix content must match the syllabus content including the competency, dimension(s), and/or system level(s).</li> <li>● It is <u>not</u> required for every required course to be included on the matrix.</li> <li>● Do <u>not</u> include elective courses or elective course content on the matrix.</li> <li>● If a program offers a series of required courses in which a student must take one of any number of courses to fulfill the requirement, then the same course content must be offered consistently across all courses to be included on the matrix</li> <li>● Programs may elect to include cross-listed or interdisciplinary course content that is required for all students on the matrix. <ul style="list-style-type: none"> <li>○ In such cases, content must be clearly linked to the competency, dimension(s), and/or system level(s).</li> </ul> </li> </ul>	<p>relating to each competency, dimension, and/or system level which all students are learning in the classroom.</p> <ul style="list-style-type: none"> <li>▪ Curriculum Matrix = guaranteeing/delivering consistent content</li> <li>○ The <i>Student Achievement Assessment Plan</i> details how the program is measuring competency-based student learning outcomes. <ul style="list-style-type: none"> <li>▪ Student Achievement Assessment Plan = demonstrating/assessing competence</li> </ul> </li> <li>○ It is <u>not</u> required for these matrices to match, even if the program is using a course-embedded measure model.</li> </ul> <ul style="list-style-type: none"> <li>● Behaviors are optional/<u>not</u> required to be included in the matrix.</li> <li>● Programs determine their own course titles, prefixes, and numbers.</li> <li>● The matrix is <u>not</u> intended to serve as a comprehensive curricular map.</li> <li>● It is <u>not</u> required to list every instance of competency-based learning in the generalist curriculum.</li> <li>● Prompts for identifying, selecting, and mapping required courses in the matrix: <ul style="list-style-type: none"> <li>○ Consider featuring a spread of required courses from across the specialized curriculum.</li> <li>○ Matrix content answers the question: "The program is confident we are preparing competent social work practitioners because students learn [dimension(s)] of competency</li> </ul> </li> </ul>
<p>b. The program provides a syllabus in Volume 2 for each course listed on Form AS M3.2.4 to illustrate how its curriculum content implements its extended and enhanced nine social work competencies (and any additional</p>	<ul style="list-style-type: none"> <li>● <b>REQUIRED ENCLOSURE:</b> Submit syllabi in Volume 2 of self-study and benchmark documents for each required course on the matrix.</li> <li>● Use a consistent format for all syllabi. <ul style="list-style-type: none"> <li>○ There are no requirements regarding the content or formatting of syllabi, with the exception that submitted syllabi must be consistently formatted.</li> </ul> </li> </ul>	

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
competencies added by the program) to prepare students for specialized practice.		<p>[#] via [specific required course content] in [course # and title].</p> <ul style="list-style-type: none"> <li>▪ Example: The program is confident we are preparing competent social work practitioners because students learn knowledge and skills of competencies #3 and #5 via a Social Policy Advocacy Paper on the Social Determinants of Health and Integrated Health Model in SW 655: Healthcare Policy.</li> </ul>
c. The program addresses all program options.	<ul style="list-style-type: none"> <li>• Explicitly address each program option. <ul style="list-style-type: none"> <li>○ Programs may elect to use the same or different curriculum matrices per each program option.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Prompts for identifying, selecting, and mapping the best required course content examples in the matrix: <ul style="list-style-type: none"> <li>○ Select content that best aligns with the competency descriptive paragraph.</li> <li>○ Select content that is identical across all sections of the same course even if taught by different instructors.</li> </ul> </li> <li>• Examples of required course content: <ul style="list-style-type: none"> <li>○ Assignments</li> <li>○ In-class activities</li> <li>○ Readings</li> <li>○ Modules</li> </ul> </li> <li>• Exams and quizzes on the matrix: <ul style="list-style-type: none"> <li>○ Include content on the matrix that is designed to deliver competency-based learning.</li> <li>○ If included, clearly connect exams and quizzes to the competency, dimension(s), and/or system levels and explain how this activity delivers competency-based content to students.</li> </ul> </li> <li>• Field courses and content on the matrix:</li> </ul>

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
		<ul style="list-style-type: none"> <li>○ Only include field courses/content on the matrix that is consistent for all students regardless of field setting-based activities and tasks.</li> <li>○ <i>Can be included on the matrix:</i> Field seminar content that is required, specific, and consistent for all students.</li> <li>○ <i>Cannot be included on the matrix:</i> Field setting-based activities and tasks that are not typically required, specific, and consistent for all students because learning opportunities differ across settings. Field-based learning agreements, as they are a contract ensuring students will practice competencies in field, and not a tool for delivering competency-based content.</li> <li>● Consider addressing each element of the competency title. <ul style="list-style-type: none"> <li>○ If one or more of the elements of the competency is not clearly addressed in the matrix and/or relevant syllabus, it may be cited.</li> <li>○ Example for <i>Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice</i>, the program addressed social, racial, and economic justice, yet did not identify specific required course content addressing human rights nor environmental justice.</li> <li>○ Example for <i>Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice</i> the program addressed anti-racism and equity yet did not identify</li> </ul> </li> </ul>



COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
		<p>specific required course content addressing diversity nor inclusion.</p> <ul style="list-style-type: none"> <li>• Considerations for matching the matrix and syllabi: <ul style="list-style-type: none"> <li>○ Consider titling the specific course content consistently between the matrix and syllabi.</li> <li>○ Continuously paginate Volume 2 of the self-study or benchmark document so that reviewers can cross-check the matrix and syllabi.</li> <li>○ If the matrix is cited, programs must update/resubmit <b>relevant</b> syllabi.</li> </ul> </li> <li>• Use subheadings to clearly address each component of the standard.</li> </ul> <hr/> <p><b><u>Candidate Programs</u></b> / <i>AS M3.2.4 is reviewed for:</i></p> <ul style="list-style-type: none"> <li>• Draft at Benchmark 1 (Including Syllabi in Volume 2)</li> <li>• Approval at Benchmark 2 (Including Syllabi in Volume 2)</li> <li>• Compliance at Benchmark 3 (Including Syllabi in Volume 2)</li> </ul>

## Educational Policy 3.3 — Signature Pedagogy: Field Education

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

The field setting is where students apply human rights principles from global and national social work ethical codes to advance social, racial, economic, and environmental justice. It fosters a learning environment where anti-racism, diversity, equity, and inclusion are valued. Field education is designed to integrate the theoretical and conceptual contributions of the explicit curriculum in the field setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria and measures of student acquisition and demonstration of the nine social work competencies. Responding to the changing nature of the practice world and student demographics and characteristics, field education programs articulate how they maintain or enhance students’ access to high-quality field practicum experiences. Field education programs develop field models to prepare students for contemporary and interprofessional social work practice, including the use of various forms of technology.

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

### Accreditation Standard 3.3 — Field Education

**Accreditation Standard 3.3.1:** The field education program ensures generalist practice opportunities for all students to demonstrate the nine social work competencies (and any additional competencies added by the program) with all system levels: individuals, families, groups, organizations, and communities in field settings.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
a. The program describes how its field education program ensures that generalist practice opportunities are provided to all students to demonstrate the nine social work competencies in field	<ul style="list-style-type: none"> <li>• <b>REQUIRED ENCLOSURE:</b> Submit the Field Manual in Volume 3 of self-study and benchmark documents.</li> <li>• Identify a mechanism for ensuring field settings offer competency-based generalist practice opportunities with the five (5) system levels:                             <ul style="list-style-type: none"> <li>○ Individuals</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Definitions:</b> <ul style="list-style-type: none"> <li>○ <a href="#">Generalist Practice</a></li> <li>○ <a href="#">Signature Pedagogy</a></li> </ul> </li> <li>• <i>Focus of this standard:</i> How the program ensures field settings offer competency-based generalist practice opportunities with individuals, families, groups, organizations, and communities.</li> <li>• <b>Example mechanisms:</b></li> </ul>

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
<p>settings with all system levels:</p> <ul style="list-style-type: none"> <li>i. individuals,</li> <li>ii. families,</li> <li>iii. groups,</li> <li>iv. organizations, and</li> <li>v. communities.</li> </ul>	<ul style="list-style-type: none"> <li>○ Families</li> <li>○ Groups</li> <li>○ Organizations</li> <li>○ Communities</li> <li>● Identify two (2) or more examples demonstrating that field settings provide competency-based generalist practice opportunities with each of the five (5) system levels: <ul style="list-style-type: none"> <li>○ Individuals</li> <li>○ Families</li> <li>○ Groups</li> <li>○ Organizations</li> <li>○ Communities</li> </ul> </li> <li>● Learning opportunities, tasks, and activities are <u>not</u> expected to be consistent across field settings.</li> </ul>	<ul style="list-style-type: none"> <li>○ Affiliation agreement/memorandum of understanding with field settings</li> <li>○ Learning agreement/contract</li> <li>○ Site visit agenda item</li> <li>○ Discussed during field instructor orientation/training</li> <li>● Examples in field settings: <ul style="list-style-type: none"> <li>○ Select two (2) or more competency-based example tasks and/or activities completed by recent students for each system level (i.e., individuals, families, groups, organizations, and communities).</li> <li>○ Insert two (2) or more completed and deidentified learning agreements.</li> <li>○ Examples are <u>not</u> required to be associated with specific field settings.</li> </ul> </li> </ul>
<p>b. The program addresses all program options.</p>	<ul style="list-style-type: none"> <li>● Explicitly address each program option.</li> </ul>	<ul style="list-style-type: none"> <li>● Consider training and coaching field settings and field instructors to creatively design competency-based opportunities. Examples include: <ul style="list-style-type: none"> <li>○ Maintain a bank of competency-based field tasks and activities for field personnel and students to utilize</li> <li>○ Share deidentified learning agreements with field instructors</li> </ul> </li> <li>● Programs can select their own terminology to describe field education (e.g., experience, internship, placement, practice, practicum).</li> <li>● Copy/paste relevant written policies (if applicable), typically located in the field manual.</li> <li>● Use subheadings to clearly address each component of the standard.</li> </ul> <hr/> <p><a href="#">Candidate Programs</a> / AS 3.3.1 is reviewed for:</p>

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
		<ul style="list-style-type: none"> <li>• Draft at Benchmark 1</li> <li>• Approval at Benchmark 2</li> <li>• Compliance at Benchmark 3</li> </ul>

**Accreditation Standard M3.3.2:** The field education program ensures specialized practice opportunities for all students to demonstrate the nine social work competencies (and any additional competencies added by the program) with one or more relevant system levels in field settings for each area of specialized practice.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
<p>a. The program identifies the relevant system level(s) for each area of specialized practice.</p>	<ul style="list-style-type: none"> <li>• For each area of specialized practice, identify which of the five (5) system levels are relevant:               <ul style="list-style-type: none"> <li>○ Individuals,</li> <li>○ Families,</li> <li>○ Groups,</li> <li>○ Organizations, and/or</li> <li>○ Communities</li> </ul> </li> <li>• System levels must match those identified in response to <b>AS M3.2.1, AS M3.2.4, and AS 5.0.1(a).</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Definition:</b> <a href="#">Generalist Practice</a></li> <li>• <i>Focus of this standard:</i> How the program ensures field settings offer competency-based specialized practice opportunities for each area of specialized practice, including the relevant system levels (i.e., individuals, families, groups, organizations, and/or communities).</li> <li>• Example mechanisms:               <ul style="list-style-type: none"> <li>○ Affiliation agreement/memorandum of understanding with field settings</li> <li>○ Learning agreement/contract</li> <li>○ Site visit agenda item</li> <li>○ Discussed during field instructor orientation/training</li> </ul> </li> <li>• Examples in field settings:               <ul style="list-style-type: none"> <li>○ Select two (2) or more competency-based example tasks and/or activities completed by recent students for each system level (i.e., individuals, families, groups, organizations, and communities).</li> </ul> </li> </ul>
<p>b. For each area of specialized practice, the program describes how its field education program ensures that specialized practice opportunities are provided to students to demonstrate social work competencies within each area of specialized practice</p>	<ul style="list-style-type: none"> <li>• For each area of specialized practice, identify a mechanism for ensuring field settings offer competency-based specialized practice opportunities with the relevant system levels:               <ul style="list-style-type: none"> <li>○ Individuals,</li> <li>○ Families,</li> <li>○ Groups,</li> <li>○ Organizations, and/or</li> <li>○ Communities</li> </ul> </li> <li>• For each area of specialized practice, identify two (2) or more examples demonstrating that field settings</li> </ul>	

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
in field settings with each identified system level.	provide competency-based specialized practice opportunities with the relevant system levels: <ul style="list-style-type: none"> <li>○ Individuals,</li> <li>○ Families,</li> <li>○ Groups,</li> <li>○ Organizations, and/or</li> <li>○ Communities</li> </ul> <ul style="list-style-type: none"> <li>• Learning opportunities, tasks, and activities are <u>not</u> expected to be consistent across field settings.</li> </ul>	<ul style="list-style-type: none"> <li>○ Insert two (2) or more completed and deidentified learning agreements.</li> <li>○ Examples are <u>not</u> required to be associated with specific field settings.</li> </ul> <ul style="list-style-type: none"> <li>• Consider training and coaching field settings and field instructors to creatively design competency-based opportunities. Examples include:               <ul style="list-style-type: none"> <li>○ Maintain a bank of competency-based field tasks and activities for field personnel and students to utilize</li> <li>○ Share deidentified learning agreements with field instructors</li> </ul> </li> <li>• Programs can select their own terminology to describe field education (e.g., experience, internship, placement, practice, practicum).</li> <li>• Copy/paste relevant written policies (if applicable), typically located in the field manual.</li> <li>• Use subheadings to clearly address each component of the standard.</li> </ul> <hr/> <p><b><u>Candidate Programs</u></b> / <i>AS M3.3.2 is reviewed for:</i></p> <ul style="list-style-type: none"> <li>• Draft at Benchmark 1</li> <li>• Approval at Benchmark 2</li> <li>• Compliance at Benchmark 3</li> </ul>
c. The program addresses all program options.	<ul style="list-style-type: none"> <li>• Explicitly address each program option.</li> </ul>	

**Accreditation Standard 3.3.3:** The field education program provides a minimum of 400 hours of field education for baccalaureate programs and a minimum of 900 hours of field education for master’s programs.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
a. The program describes how it ensures the accrual	<ul style="list-style-type: none"> <li>• Describe where in the formal curriculum design student field hours are accrued.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Definitions:</b> <ul style="list-style-type: none"> <li>○ <u>Articulation</u></li> </ul> </li> </ul>

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
<p>of a minimum of 400 hours of field education for baccalaureate programs or a minimum of 900 hours of field education for master’s programs.</p>	<ul style="list-style-type: none"> <li>○ If programs offer a supplemental field experience (e.g., experiential learning, exploratory, pre-field) the supplemental experience hours can only be counted toward field hours if it complies with <b>AS 3.3</b> standards.</li> <li>• <i>Master’s programs:</i> <ul style="list-style-type: none"> <li>○ Programs determine the number of generalist field education hours and the number of specialized field education hours. The total must equate to a minimum of 900 hours.</li> <li>○ Programs may accept students’ generalist field education hours completed in their baccalaureate social work programs to ensure students do not repeat previous content (required per <b>AS M4.1.3</b>).</li> <li>○ For advanced standing (<b>AS M4.1.3</b>), describe how students accrue a minimum of 900 hours between their CSWE-accredited baccalaureate and master’s social work programs.</li> </ul> </li> <li>• Programs may select the number of field settings (e.g., organizations, agencies) at which students complete field hours.</li> <li>• In-person field tasks and activities, including virtual/remote, are permitted. <ul style="list-style-type: none"> <li>○ Programs determine the number and type of field hours required to be completed in-person and virtual/remote with clients and constituents.</li> <li>○ Field placements/hours can be completed fully physically in-person, virtual, or a combination of both.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ <a href="#">Behaviors</a></li> <li>○ <a href="#">Clients and Constituents</a></li> <li>○ <a href="#">Field Education Hours</a></li> <li>○ <a href="#">Field Personnel</a></li> <li>• Programs design the format and frequency of field hours.</li> <li>• Examples of where in the formal curriculum design field hours are accrued: <ul style="list-style-type: none"> <li>○ Junior year and/or senior year</li> <li>○ Begin field the 1<sup>st</sup> term upon admittance</li> <li>○ Enter field the 2<sup>nd</sup> term after some generalist curriculum is completed</li> <li>○ 16-hours per week for 3 terms (i.e., concurrent field)</li> <li>○ 35-hours per week for 1 term (i.e., block field)</li> <li>○ 10-hours in-person weekly and 5-hours virtual weekly (i.e., hybrid field)</li> <li>○ Fall and spring terms only</li> <li>○ Year-round enrollment in field</li> </ul> </li> <li>• Example of master’s programs ensuring a minimum of 900 hours accrue between students’ CSWE-accredited baccalaureate and master’s social work programs: <ul style="list-style-type: none"> <li>○ 400 BSW generalist field hours + 500 MSW specialized field hours = 900 hours total</li> </ul> </li> <li>• Examples of number of field settings at which students complete field hours: <ul style="list-style-type: none"> <li>○ Only one field setting</li> <li>○ One field setting for generalist practice and a different field setting for specialized practice</li> </ul> </li> </ul>

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
	<ul style="list-style-type: none"> <li>○ There is no minimum nor maximum for number for each type.</li> <li>○ Field hours must prepare students for the appropriate practice level (i.e., generalist or specialized) and demonstration of the social work competencies and behaviors.</li> <li>● The following can be counted toward field hours if such activities enhance student social work competence: <ul style="list-style-type: none"> <li>○ Field instruction/supervision time</li> <li>○ Field seminar <b>synchronous</b> class meeting time, including simulations</li> <li>○ Simulated practice tasks in a real practice setting (i.e., field placement)</li> </ul> </li> <li>● Simulated practice situations outside of a real practice setting and field seminar <u>cannot</u> be counted toward the minimum number of field hours. <ul style="list-style-type: none"> <li>○ For the 400/900 required hours, students must have opportunities to interact with people, <u>not</u> avatars, actors, etc.</li> <li>○ Simulations can supplement students' required field hours above the 400/900 hours.</li> </ul> </li> <li>● There is no minimum nor maximum number of field hours required for students to practice with each system level (i.e., individuals, families, groups, organizations, and/or communities) (<b>AS 3.3.1</b> and <b>AS M3.3.2</b>). <ul style="list-style-type: none"> <li>○ Hours do <u>not</u> need to be distributed evenly across the system levels.</li> <li>○ Students must have opportunities to demonstrate the social work competencies and behaviors with each system level.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ A different field setting each term</li> <li>● Prompts for ensuring accrual of the minimum hours: <ul style="list-style-type: none"> <li>○ Are field hours completed within a field setting counted only?</li> <li>○ Are hours spent in simulations omitted from the field hour count?</li> <li>○ Which field personnel (e.g., field director, field liaison, field instructor, seminar instructor) are responsible for ensuring in-person contact?</li> <li>○ What format (e.g., in-person, virtual) is used?</li> <li>○ What frequency (e.g., weekly, bi-weekly, monthly, twice per term) is used to ensure accrual?</li> </ul> </li> <li>● Examples for ensuring accrual of minimum hours: <ul style="list-style-type: none"> <li>○ Field director reviews the affiliation agreement with the field setting, and program relationship is established.</li> <li>○ Field liaison reviews the learning agreement/contract twice per term during a mid-term and final site visit.</li> <li>○ Field instructor reviews the field hours tracking spreadsheet bi-weekly.</li> <li>○ Field seminar instructor reviews the weekly journal assignment.</li> </ul> </li> <li>● Examples of the number and type of field hours accrued: <ul style="list-style-type: none"> <li>○ Baccalaureate programs: <ul style="list-style-type: none"> <li>▪ 400 in-person hours = 400 hours total</li> <li>▪ 300 in-person hours + 100 virtual hours = 400 hours total</li> </ul> </li> </ul> </li> </ul>

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
b. The program describes how its field hour requirement is articulated to students and field personnel.	<ul style="list-style-type: none"> <li>• Explain how students and field personnel are actively informed.</li> <li>• Cite the location of the written articulation, including:               <ul style="list-style-type: none"> <li>○ Name of documents, manuals, handbooks, syllabi, platforms, and/or websites</li> <li>○ Page numbers (if applicable)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ 200 in-person hours + 200 virtual hours = 400 hours total</li> <li>▪ 400 virtual hours = 400 hours total</li> <li>○ Master’s programs:           <ul style="list-style-type: none"> <li>▪ 900 in-person hours = 900 hours total</li> <li>▪ 600 in-person hours + 300 virtual hours = 900 hours total</li> <li>▪ 450 in-person hours + 450 virtual hours = 900 hours total</li> <li>▪ 900 virtual hours = 900 hours total</li> </ul> </li> <li>○ Number and type of field hours accrued may differ for each student and depend on field setting opportunities (i.e., tasks and activities).</li> <li>• Examples virtual/remote field tasks and activities:           <ul style="list-style-type: none"> <li>○ Telework arrangements with remote access to people, platforms, and projects</li> <li>○ Telehealth</li> <li>○ Phone and/or video contact or meetings with colleagues, clients, and constituents</li> <li>○ Online trainings</li> <li>○ Consider how technology-based field work aligns with field setting requirements for secure communications</li> </ul> </li> <li>• Consider utilizing a mechanism or platform to track student field hours, such as:           <ul style="list-style-type: none"> <li>○ Learning agreement/contract</li> <li>○ Tracking spreadsheet</li> <li>○ Journal or weekly log assignment</li> </ul> </li> <li>• Examples of how field hour requirements are articulated:           <ul style="list-style-type: none"> <li>○ Field Manual</li> <li>○ Student Handbook</li> </ul> </li> </ul>
c. The program addresses all program options.	<ul style="list-style-type: none"> <li>• Explicitly address each program option.</li> </ul>	



COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
		<ul style="list-style-type: none"> <li>○ Orientation materials</li> <li>○ Admission packet</li> <li>○ Field course syllabi</li> <li>○ Field module on learning management system</li> </ul> <ul style="list-style-type: none"> <li>● If applicable, describe how this information is actively articulated to students and field personnel beyond written materials (e.g., orientation).</li> </ul> <hr/> <ul style="list-style-type: none"> <li>● Use subheadings to clearly address each component of the standard.</li> </ul> <hr/> <p><b><u>Candidate Programs</u></b> / AS 3.3.3 is reviewed for:</p> <ul style="list-style-type: none"> <li>● Draft at Benchmark 1</li> <li>● Approval at Benchmark 2</li> <li>● Compliance at Benchmark 3</li> </ul>

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

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
a. The program describes the field education program's process for:	<ul style="list-style-type: none"> <li>● Describe the field education program's process for each sub-statement separately.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Definitions:</b> <ul style="list-style-type: none"> <li>○ <a href="#">Approving Field Education Settings</a></li> <li>○ <a href="#">Articulation</a></li> <li>○ <a href="#">Process</a></li> </ul> </li> <li>● <i>Focus of this standard:</i> Processes for administering the field education program's relationship with field settings.</li> </ul>
i. identifying, approving, and engaging with field education settings;	<ul style="list-style-type: none"> <li>● Describe the field education program's process for: <ul style="list-style-type: none"> <li>○ Identifying field education settings</li> <li>○ Approving field education settings</li> <li>○ Engaging with field education settings</li> </ul> </li> </ul>	

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
ii. orienting and engaging with field instructors; and	<ul style="list-style-type: none"> <li>• Describe the field education program’s process for:               <ul style="list-style-type: none"> <li>○ Orienting field instructors</li> <li>○ Engaging with field instructors</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Programs design field education requirements and qualifications appropriate for their students, communities, and unique mission and context.</li> </ul>
iii. evaluating field instructor and field education setting effectiveness.	<ul style="list-style-type: none"> <li>• Describe the field education program’s process for:               <ul style="list-style-type: none"> <li>○ Evaluating field instructor effectiveness</li> <li>○ Evaluating field education setting effectiveness</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Prompts for <i>identifying field education settings</i>:               <ul style="list-style-type: none"> <li>○ Which stakeholders identify prospective settings (e.g., field director, liaisons, or other field personnel, students, community advisory board members)?</li> <li>○ Can settings self-nominate and request to serve as a field education setting?</li> </ul> </li> </ul>
b. The program describes how these processes are articulated to students and field personnel.	<ul style="list-style-type: none"> <li>• Explain how students and field personnel are actively informed.</li> <li>• Cite the location of the written articulation, including:               <ul style="list-style-type: none"> <li>○ Name of documents, manuals, handbooks, syllabi, platforms, and/or websites</li> <li>○ Page numbers (if applicable)</li> </ul> </li> <li>• State how each of the following processes are articulated to students:               <ul style="list-style-type: none"> <li>○ Identifying field education settings</li> <li>○ Approving field education settings</li> <li>○ Engaging with field education settings</li> <li>○ Orienting field instructors</li> <li>○ Engaging with field education settings</li> <li>○ Evaluating field instructor effectiveness</li> <li>○ Evaluating field education setting effectiveness</li> </ul> </li> <li>• State how each of the following processes are articulated to field personnel:               <ul style="list-style-type: none"> <li>○ Identifying field education settings</li> <li>○ Approving field education settings</li> <li>○ Engaging with field education settings</li> <li>○ Orienting field instructors</li> <li>○ Engaging with field education settings</li> <li>○ Evaluating field instructor effectiveness</li> <li>○ Evaluating field education setting effectiveness</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Prompts for <i>approving field education settings</i>:               <ul style="list-style-type: none"> <li>○ What is the approval process from identification of the setting through when the setting is added to the field database, list, or portfolio?</li> <li>○ What criteria is used to vet settings for appropriateness?</li> <li>○ Does an introductory in-person or virtual visit occur? Who conducts this visit?</li> <li>○ Is an affiliation agreement completed?</li> </ul> </li> <li>• Examples of <i>engaging with field education settings</i>:               <ul style="list-style-type: none"> <li>○ Site visits (in-person or virtual)</li> <li>○ Email, phone, and/or videoconferencing contact</li> <li>○ Newsletters</li> </ul> </li> <li>• Prompts for <i>orienting field instructors</i>:               <ul style="list-style-type: none"> <li>○ When is orientation held?</li> <li>○ Frequency of orientation (e.g., annually, each term)?</li> <li>○ Where is orientation held (e.g., in-person, online, hybrid)?</li> </ul> </li> </ul>

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
c. The program addresses all program options.	<ul style="list-style-type: none"> <li>• Explicitly address each program option.</li> </ul>	<ul style="list-style-type: none"> <li>○ Is the design synchronous, asynchronous, or both?</li> <li>○ Is orientation recorded and shared?</li> <li>○ Who facilitates?</li> <li>○ Who is invited (new field instructors, returning for an annual refresher or recertification, or both)?</li> <li>○ Is attendance required?</li> <li>○ What alternative formats/arrangements are made if field instructors are unable to attend?</li> <li>• Examples of <i>engaging with field instructors</i>: <ul style="list-style-type: none"> <li>○ Site visits (in-person or virtual)</li> <li>○ Email, phone, and/or videoconferencing contact</li> <li>○ Annual orientation and/or training sessions</li> <li>○ Communication via a learning management system, including providing a resource repository and/or calendar of events</li> <li>○ Newsletters</li> </ul> </li> <li>• <i>Evaluating field instructor effectiveness</i>: <ul style="list-style-type: none"> <li>○ Prompt: <ul style="list-style-type: none"> <li>▪ How is it ensured that field instructors can provide students with safe, meaningful, and quality competency-based learning experiences?</li> </ul> </li> <li>○ Examples: <ul style="list-style-type: none"> <li>▪ Survey or focus group (e.g., in field seminar) for students to provide feedback on their field instructors</li> </ul> </li> </ul> </li> </ul>

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
		<ul style="list-style-type: none"> <li>▪ Field personnel (e.g., field director, liaisons) collect feedback during their site visits, in field seminar, or through scheduled interviews/check-ins with students</li> <li>▪ Field director conducts an annual survey or site visit to review and renew the field instructors' ability to provide competency-based learning</li> <li>• <i>Evaluating field setting effectiveness:</i> <ul style="list-style-type: none"> <li>○ Prompt: <ul style="list-style-type: none"> <li>▪ How is it ensured that field settings can provide students with safe, meaningful, and quality competency-based learning experiences?</li> </ul> </li> <li>○ Examples: <ul style="list-style-type: none"> <li>▪ Survey or focus group (e.g., in field seminar) for students to provide feedback on the field setting, tasks, and options for practicing the competencies</li> <li>▪ Field personnel (e.g., field director, liaisons) collect feedback during their site visits, in field seminar, or through scheduled interviews/check-ins with students</li> <li>▪ Field director conducts an annual survey or site visit to review and renew the field settings' ability to provide competency-based learning</li> </ul> </li> </ul> </li> </ul>

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
		<ul style="list-style-type: none"> <li>If applicable, describe how this information is actively articulated to students and field personnel beyond written materials (e.g., orientation).</li> </ul> <hr/> <p><b>Candidate Programs</b> / AS 3.3.4 is reviewed for:</p> <ul style="list-style-type: none"> <li>Draft at Benchmark 1</li> <li>Approval at Benchmark 2</li> <li>Compliance at Benchmark 3</li> </ul>

**Accreditation Standard 3.3.5:** The field education program has a process for orienting students, placing students, monitoring and supporting student learning, implementing student safety protocols, and evaluating student learning congruent with the nine social work competencies (and any additional competencies added by the program).

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
a. The program describes the field education program's process for:	<ul style="list-style-type: none"> <li>Describe the field education program's process for each sub-statement separately.</li> <li><i>Out-of-state and international field settings:</i> Programs are solely responsible for complying with all field standards (<b>AS 3.2</b>), ensuring out-of-state and international field settings meet the programs requirements, and verifying that such settings can offer competency-based field experiences.</li> </ul>	<ul style="list-style-type: none"> <li><b>Definitions:</b> <ul style="list-style-type: none"> <li><a href="#">Articulation</a></li> <li><a href="#">Field Personnel</a></li> <li><a href="#">Orienting Students</a></li> <li><a href="#">Placing Students</a></li> </ul> </li> <li><i>Focus of this standard:</i> Processes for administering the field education program's relationship with students.           <ul style="list-style-type: none"> <li>Programs design field education requirements and qualifications appropriate for their students, communities, and unique mission and context.</li> </ul> </li> <li><i>Out-of-state and international field settings:</i> <ul style="list-style-type: none"> <li>Programs are advised to confirm their scope (as defined by their institution, state-based higher education authority, and/or regional accreditor) permits placing students out-of-state or internationally.</li> </ul> </li> </ul>
i. orienting students;	<ul style="list-style-type: none"> <li>Describe the field education program's process for <b>orienting students</b>.</li> </ul>	
ii. placing students;	<ul style="list-style-type: none"> <li>Describe the field education program's process for <b>placing students</b>.</li> <li>Students can assist in locating their own field placements.           <ul style="list-style-type: none"> <li>In such cases, programs must ensure student-identified field settings meet their requirements for identifying and approving qualified field settings.</li> </ul> </li> </ul>	

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
iii. monitoring and supporting student learning;	<ul style="list-style-type: none"> <li>• Describe the field education program’s process for <b>monitoring and supporting student learning.</b> <ul style="list-style-type: none"> <li>○ Describe how contact is maintained between the program and field settings.</li> <li>○ State if onsite visits, virtual/remote methods, or both, are used.</li> <li>○ If onsite contact is not possible, specify for which student populations (e.g., online, study abroad, beyond a defined location-based perimeter). <ul style="list-style-type: none"> <li>▪ Explain how virtual/remote methods are used in lieu.</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <i>Monitoring and supporting student learning:</i> <ul style="list-style-type: none"> <li>○ Prompts: <ul style="list-style-type: none"> <li>▪ Who is responsible for maintaining contact (e.g., field director, liaisons)?</li> <li>▪ Which methods (e.g., site visits, videoconferencing, phone, email, centralized resource repository, course on learning management system (LMS), training, orientation) are used?</li> <li>▪ Which platforms are used?</li> <li>▪ Frequency (e.g., monthly, twice per term, once per field course)?</li> <li>▪ Are site visits, virtual/remote methods, or both used?</li> <li>▪ Who is responsible for conducting the site visits or virtual meetings (e.g., field director, liaisons)?</li> <li>▪ Frequency (e.g., twice per term, once per field course)?</li> <li>▪ Where is the visit held (e.g., in-person, online, hybrid)?</li> <li>▪ Duration (e.g., 1-hour, 2-hours)?</li> <li>▪ How do field instructors partner with the program to maximize student learning?</li> </ul> </li> <li>○ Programs determine the format, frequency, and duration of site visits or virtual meetings between the program and field setting.</li> </ul> </li> <li>• <i>Implementing student safety protocols:</i> <ul style="list-style-type: none"> <li>○ Prompts: <ul style="list-style-type: none"> <li>▪ How is the program responsible for preparing and implementing student safety protocols in field?</li> </ul> </li> </ul> </li> </ul>
iv. implementing student safety protocols; and	<ul style="list-style-type: none"> <li>• Describe the field education program’s process for <b>implementing student safety protocols.</b></li> </ul>	
v. evaluating student learning congruent with the nine social work competencies (and any additional competencies added by the program).	<ul style="list-style-type: none"> <li>• Describe the field education program’s process for <b>evaluating student learning congruent with the nine social work competencies (and any additional competencies added by the program).</b></li> </ul>	
b. The program describes how these processes are articulated to students and field personnel.	<ul style="list-style-type: none"> <li>• Explain how students and field personnel are actively informed.</li> <li>• Cite the location of the written articulation, including: <ul style="list-style-type: none"> <li>○ Name of documents, manuals, handbooks, syllabi, platforms, and/or websites</li> <li>○ Page numbers (if applicable)</li> </ul> </li> </ul>	
c. The program addresses all program options	<ul style="list-style-type: none"> <li>• Explicitly address each program option.</li> </ul>	

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
		<ul style="list-style-type: none"> <li>▪ What are the field program’s responsibilities?</li> <li>▪ What are the field personnel’s (e.g., field director, liaisons) responsibilities?</li> <li>▪ What are field settings’ responsibilities?</li> <li>▪ What are field instructors’ responsibilities?</li> <li>▪ What are the students’ responsibilities?</li> <li>▪ What signifies student safety in field settings? What indicates an unsafe field setting?</li> <li>▪ What protections are designed and in place to maintain quality field settings?</li> <li>▪ How does the program prioritize safety in field settings?</li> <li>▪ What expectations are placed on partner field settings to uphold and ensure safety in the learning environment?</li> </ul> <ul style="list-style-type: none"> <li>○ Examples: <ul style="list-style-type: none"> <li>▪ Develop contingency/continuity plans to prepare for times of disruption to the learning environment</li> <li>▪ Field setting safety training onsite</li> <li>▪ Providing limited liability insurance coverage</li> <li>▪ Addressing safety in orientation</li> <li>▪ Offering pre-field online training modules</li> </ul> </li> </ul>

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
		<ul style="list-style-type: none"> <li>▪ Structured activities in field seminar or check-ins (e.g., journaling, dialogue, discussion boards)</li> <li>▪ Review of learning agreements for task safety and suitability</li> <li>▪ Site visit agenda item</li> <li>▪ Promoting access to health facilities and/or mental health services</li> <li>▪ Educate students on awareness of burnout, compassion fatigue, transference, and other concepts that affect a social worker’s health and safety when working with clients</li> <li>▪ Safety risk assessment tool used by students and/or field personnel</li> <li>▪ Review/implement NASW guidelines for workplace safety, including discrimination and harassment</li> <li>▪ Process for mandated reporting and reporting criminal activity</li> <li>▪ Transporting clients and conducting home visits</li> <li>▪ Managing human crises, public health, and natural or manmade disasters</li> <li>○ Prompts for developing contingency/continuity plans to prepare for times of disruption to the learning environment: <ul style="list-style-type: none"> <li>▪ It is ultimately the program’s responsibility, in conjunction with their host institution, to make decisions and accommodations considering risk management, safety, and the quality educational experience</li> </ul> </li> </ul>



COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
		<p>of students, including field placements.</p> <ul style="list-style-type: none"> <li>▪ Consult with legal, public health officials, healthcare providers, other educational programs, state-based social work licensing boards, state higher education authorities, and regional accreditors to ensure the minimum educational requirements are maintained and any necessary notifications are sent to the appropriate parties.</li> <li>• Examples of <i>evaluating student learning</i>: <ul style="list-style-type: none"> <li>○ Learning agreement/contract reviewed and evaluated</li> <li>○ Other field instruments identified in response to <b>AS 5.0.1(a)</b></li> </ul> </li> <li>• If applicable, describe how this information is actively articulated to students and field personnel beyond written materials (e.g., orientation).</li> <li>• Use subheadings to clearly address each component of the standard.</li> </ul> <hr/> <p><b><u>Candidate Programs</u></b> / AS 3.3.5 is reviewed for:</p> <ul style="list-style-type: none"> <li>• Draft at Benchmark 1</li> <li>• Approval at Benchmark 2</li> <li>• Compliance at Benchmark 3</li> </ul>

**Accreditation Standard B3.3.6:** The program ensures that all baccalaureate students receive field supervision from an individual who holds a baccalaureate or master’s degree in social work from a CSWE-accredited program\* and who has at least two years of post-social work degree practice experience in social work.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
<p>a. The program describes its process for ensuring that field supervision is provided by an individual with the required degree and practice experience.</p>	<ul style="list-style-type: none"> <li>• List all required field instructor qualifications, including: <ul style="list-style-type: none"> <li>○ Degree</li> <li>○ Practice experience</li> </ul> </li> <li>• State that baccalaureate-level field instructors hold the following: <ul style="list-style-type: none"> <li>○ A baccalaureate or master’s degree from a CSWE-accredited program</li> <li>○ 2-years post-social work degree practice experience in social work</li> </ul> </li> <li>• Baccalaureate-level field instructors must have a: <ul style="list-style-type: none"> <li>○ CSWE-accredited degree, CASWE-accredited degree (from the Canadian social work accreditor, recognized through an <a href="#">MOU</a> with CSWE and CASWE), <u>or</u> an internationally earned <a href="#">ISWDRES</a>-evaluated degree; <i>and</i></li> <li>○ 2-years post-baccalaureate or post-master's social work degree practice experience in social work</li> </ul> </li> <li>• Describe how required field instructor qualifications are reviewed, including: <ul style="list-style-type: none"> <li>○ Process</li> <li>○ People involved</li> </ul> </li> <li>• If programs offer supplemental experience(s), yet do not label it field education (e.g., experiential learning, exploratory, pre-field) or it is separate from the formal field education program described in response to <b>AS 3.2</b>, the supplemental experience does <u>not</u> need to comply with <b>AS B3.3.6</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Definitions:</b> <ul style="list-style-type: none"> <li>○ <a href="#">Articulation</a></li> <li>○ <a href="#">Field Instructor</a></li> <li>○ <a href="#">Field Personnel</a></li> <li>○ <a href="#">Post-social Work Degree Practice Experience</a></li> </ul> </li> <li>• ***This and all references to degrees from social work programs accredited by CSWE, include degrees from CSWE-accredited programs or recognized through CSWE’s International Social Work Degree Recognition and Evaluation Service (<a href="#">ISWDRES</a>), or covered under a memorandum of understanding with international social work accreditors. CSWE currently has one memorandum of understanding (<a href="#">MOU</a>) with the social work accreditor in Canada (CASWE).</li> <li>• Consider listing any preferred qualifications.</li> <li>• The accrediting body and EPAS does <u>not</u> address licensing of field instructors. Such qualifications are beyond programmatic accreditation and at the discretion of the program.</li> <li>• The accrediting body and EPAS does <u>not</u> address the format, frequency, and duration of field instruction/supervision. Such criteria are beyond programmatic accreditation and at the discretion of the program. <ul style="list-style-type: none"> <li>○ Programs are advised to inquire with their state’s licensing board regarding any post-degree practice implications.</li> </ul> </li> <li>• Examples for ensuring field instructors have the required qualifications: <ul style="list-style-type: none"> <li>○ Collecting curriculum vitae (CVs) or resumes during the affiliation agreement process</li> </ul> </li> </ul>
<p>b. The program describes its process for assigning a qualified field instructor to provide supervision when</p>	<ul style="list-style-type: none"> <li>• Explain the process/mechanism for providing alternative field instruction/supervision for students without a qualified field instructor at their field setting.</li> </ul>	

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
<p>an individual with the required degree and practice experience is unavailable in the field setting.</p>	<ul style="list-style-type: none"> <li>○ It is insufficient to only provide a declarative statement that alternative field instruction occurs.</li> <li>○ A process/mechanism is required even if only qualified field instructors are selected for field instruction, as extenuating circumstances may occur.</li> <li>● The alternative field instructor must have the required field instructor qualifications.</li> <li>● Describe how alternative field instruction/supervision is provided, including the following: <ul style="list-style-type: none"> <li>○ Qualified social workers</li> <li>○ Format</li> <li>○ Frequency</li> <li>○ Duration</li> </ul> </li> <li>● An alternative field instructor must be assigned to the student. Providing additional training or supervision to a field setting employee who does not have the required qualifications is insufficient.</li> <li>● Field seminar <u>cannot</u> replace field supervision. <ul style="list-style-type: none"> <li>○ Students without a qualified field instructor at their field setting must receive field instruction <i>above and beyond</i> what all students receive in field seminar.</li> <li>○ Alternatively, field seminar instructors can add additional field instruction time to the end of seminar classes to provide supervision for students without a qualified field instructor at their field setting.</li> </ul> </li> <li>● <i>Note for AS 5.0.1(a):</i> The alternative field instructor per <b>AS B/M3.3.6</b>, must assess or be jointly involved in the assessment of student competence.</li> </ul>	<ul style="list-style-type: none"> <li>○ Requiring completion of a form during the initial field setting visit to vet field setting suitability</li> <li>○ Collecting and reviewing documentation, then storing information in database or personnel files</li> <li>● Examples of extenuating circumstances that may occur, initiating alternative field instruction: <ul style="list-style-type: none"> <li>○ Quality field settings are identified, yet no qualified field instructors are employed onsite</li> <li>○ Planned or unplanned leaves of absence or departures of field instructors</li> </ul> </li> <li>● Prompts for identifying who provides alternative field instruction/supervision: <ul style="list-style-type: none"> <li>○ Is a task supervisor onsite for daily student support?</li> <li>○ Does a qualified individual at the institution or program (e.g., faculty, field liaison, field seminar instructor) provide alternative field instruction?</li> <li>○ Does a qualified individual in the community (e.g., another field instructor, community practitioner, local alumni) provide alternative field instruction?</li> </ul> </li> <li>● Prompts for the process/mechanism for providing alternative field instruction/supervision: <ul style="list-style-type: none"> <li>○ When is alternative field instruction held?</li> <li>○ What format (e.g., individual, group, both)?</li> <li>○ Frequency (e.g., weekly, bi-weekly)?</li> <li>○ Where is supervision held (e.g., in-person, online, hybrid, after field seminar)?</li> </ul> </li> </ul>

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
c. The program describes how these processes are articulated to students and field personnel.	<ul style="list-style-type: none"> <li>• Explain how students and field personnel are actively informed.</li> <li>• Cite the location of the written articulation, including:               <ul style="list-style-type: none"> <li>○ Name of documents, manuals, handbooks, syllabi, platforms, and/or websites</li> <li>○ Page numbers (if applicable)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Duration (e.g., 30-minutes, 1-hour, 2-hours)?</li> <li>• Consider designing the alternative field instruction process/mechanism similar to the field supervision students typically receive at their field setting.</li> <li>• If applicable, describe how this information is actively articulated to students and field personnel beyond written materials (e.g., orientation).</li> </ul>
d. The program addresses all program options.	<ul style="list-style-type: none"> <li>• Explicitly address each program option.</li> </ul>	<ul style="list-style-type: none"> <li>• Use subheadings to clearly address each component of the standard.</li> </ul> <hr/> <p><b><u>Candidate Programs</u></b> / <i>AS B3.3.6 is reviewed for:</i></p> <ul style="list-style-type: none"> <li>• Draft at Benchmark 1</li> <li>• Approval at Benchmark 2</li> <li>• Compliance at Benchmark 3</li> </ul>

**Accreditation Standard M3.3.6:** The program ensures that all master’s students receive field supervision from an individual who holds a master’s degree in social work from a CSWE-accredited program and who has at least two years of post-master’s social work degree practice experience in social work.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
a. The program describes its process for ensuring that field supervision is provided by an individual with the required degree and practice experience	<ul style="list-style-type: none"> <li>• List all required field instructor qualifications, including:               <ul style="list-style-type: none"> <li>○ Degree</li> <li>○ Practice experience</li> </ul> </li> <li>• State that master’s-level field instructors hold the following:               <ul style="list-style-type: none"> <li>○ A master’s degree from a CSWE-accredited program</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Definitions:</b> <ul style="list-style-type: none"> <li>○ <a href="#">Articulation</a></li> <li>○ <a href="#">Field Instructor</a></li> <li>○ <a href="#">Field Personnel</a></li> <li>○ <a href="#">Post-master’s Social Work Degree Practice Experience</a></li> </ul> </li> <li>• Consider listing any preferred qualifications.</li> </ul>

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
	<ul style="list-style-type: none"> <li>○ 2-years post-master’s social work degree practice experience in social work</li> <li>• Master’s-level field instructors must have a: <ul style="list-style-type: none"> <li>○ CSWE-accredited degree, CASWE-accredited degree (from the Canadian social work accreditor, recognized through an <a href="#">MOU</a> with CSWE and CASWE), <u>or</u> an internationally earned <a href="#">ISWDRES</a>-evaluated degree; <i>and</i></li> <li>○ 2-years post-master's social work degree practice experience in social work</li> </ul> </li> <li>• Describe how required field instructor qualifications are reviewed, including: <ul style="list-style-type: none"> <li>○ Process</li> <li>○ People involved</li> </ul> </li> <li>• If programs offer supplemental experience(s), yet do not label it field education (e.g., experiential learning, exploratory, pre-field) or it is separate from the formal field education program described in response to <b>AS 3.2</b>, the supplemental experience does <u>not</u> need to comply with <b>AS M3.3.6</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• The accrediting body and EPAS does <u>not</u> address licensing of field instructors. Such qualifications are beyond programmatic accreditation and at the discretion of the program.</li> <li>• The accrediting body and EPAS does <u>not</u> address the format, frequency, and duration of field instruction/supervision. Such criteria are beyond programmatic accreditation and at the discretion of the program. <ul style="list-style-type: none"> <li>○ Programs are advised to inquire with their state’s licensing board regarding any post-degree practice implications.</li> </ul> </li> <li>• Examples for ensuring field instructors have the required qualifications: <ul style="list-style-type: none"> <li>○ Collecting curriculum vitae (CVs) or resumes during the affiliation agreement process</li> <li>○ Requiring completion of a form during the initial field setting visit to vet field setting suitability</li> <li>○ Collecting and reviewing documentation, then storing information in database or personnel files</li> </ul> </li> </ul>
<p>b. The program describes its process for assigning a qualified field instructor to provide supervision when an individual with the required degree and practice experience is unavailable in the field setting.</p>	<ul style="list-style-type: none"> <li>• Explain the process/mechanism for providing alternative field instruction/supervision for students without a qualified field instructor at their field setting. <ul style="list-style-type: none"> <li>○ It is insufficient to only provide a declarative statement that alternative field instruction occurs.</li> <li>○ A process/mechanism is required even if only qualified field instructors are selected for field instruction, as extenuating circumstances may occur.</li> </ul> </li> <li>• The alternative field instructor must have the required field instructor qualifications.</li> </ul>	<ul style="list-style-type: none"> <li>• Examples of extenuating circumstances that may occur, initiating alternative field instruction: <ul style="list-style-type: none"> <li>○ Quality field settings are identified, yet no qualified field instructors are employed onsite</li> <li>○ Planned or unplanned leaves of absence or departures of field instructors</li> </ul> </li> <li>• Prompts for the who provides alternative field instruction/supervision: <ul style="list-style-type: none"> <li>○ Is a task supervisor onsite for daily student support?</li> </ul> </li> </ul>

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
	<ul style="list-style-type: none"> <li>• Describe how alternative field instruction/supervision is provided, including the following:               <ul style="list-style-type: none"> <li>○ Qualified social workers</li> <li>○ Format</li> <li>○ Frequency</li> <li>○ Duration</li> </ul> </li> <li>• An alternative field instructor must be assigned to the student. Providing additional training or supervision to a field setting employee who does not have the required qualifications is insufficient.</li> <li>• Field seminar <u>cannot</u> replace field instruction supervision.               <ul style="list-style-type: none"> <li>○ Students without a qualified field instructor at their field setting must receive field instruction <i>above and beyond</i> what all students receive in field seminar.</li> <li>○ Alternatively, field seminar instructors can add additional field instruction time to the end of seminar classes to provide supervision for students without a qualified field instructor at their field setting.</li> </ul> </li> <li>• <i>Note for AS 5.0.1(a):</i> The alternative field instructor per <b>AS B/M3.3.6</b>, must assess or be jointly involved in the assessment of student competence.</li> </ul>	<ul style="list-style-type: none"> <li>○ Does a qualified individual at the institution or program (e.g., faculty, field liaison, field seminar instructor) provide alternative field instruction?</li> <li>○ Does a qualified individual in the community (e.g., another field instructor, community practitioner, local alumni) provide alternative field instruction?</li> <li>• Prompts for the process/mechanism for providing alternative field instruction/supervision:               <ul style="list-style-type: none"> <li>○ When is alternative field instruction held?</li> <li>○ What format (e.g., individual, group, both)?</li> <li>○ Frequency (e.g., weekly, bi-weekly)?</li> <li>○ Where is supervision held (e.g., in-person, online, hybrid, after field seminar)?</li> <li>○ Duration (e.g., 30-minutes, 1-hour, 2-hours)?</li> </ul> </li> <li>• Consider designing the alternative field instruction process/mechanism similar to the field supervision students typically receive at their field setting.</li> <li>• Copy/paste relevant written policies (if applicable), typically located in the field manual.</li> <li>• If applicable, describe how this information is actively articulated to students and field personnel beyond written materials (e.g., orientation).</li> <li>• Use subheadings to clearly address each component of the standard.</li> </ul>
c. The program describes how these processes are articulated to students and field personnel.	<ul style="list-style-type: none"> <li>• Explain how students and field personnel are actively informed.</li> <li>• Cite the location of the written articulation, including:               <ul style="list-style-type: none"> <li>○ Name of documents, manuals, handbooks, syllabi, platforms, and/or websites</li> <li>○ Page numbers (if applicable)</li> </ul> </li> </ul>	<hr/> <p><b>Candidate Programs</b> / AS M3.3.6 is reviewed for:</p> <ul style="list-style-type: none"> <li>• Draft at Benchmark 1</li> <li>• Approval at Benchmark 2</li> <li>• Compliance at Benchmark 3</li> </ul>
d. The program addresses all program options.	<ul style="list-style-type: none"> <li>• Explicitly address each program option.</li> </ul>	

**Accreditation Standard 3.3.7:** The program has a policy documenting whether it permits field placements in an organization in which the student is also employed. If permitted, student assignments and employee tasks may qualify as field hours when directly linked to the nine social work competencies (and any additional competencies added by the program) and level of practice (generalist or specialized). Field education supervision may be provided by the same supervisor if field education supervision is distinct from employment supervision and the supervisor meets the requirements of Accreditation Standard 3.3.6. The policy documents how the program assists students with field education continuation or change in situations where a student becomes unemployed in an organization where field education has co-occurred with employment.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
<p>a. The program provides its policy related to field placements in an organization in which the student is also employed. If permitted, the program’s policy includes:</p>	<ul style="list-style-type: none"> <li>• Programs may elect to permit students to complete field requirements at their place of employment.</li> <li>• Explicitly state if the program does <u>not</u> permit co-occurring field education and employment.</li> <li>• Each program has the autonomy to develop its own policies regarding co-occurring field education and employment.</li> <li>• Paid field placements in any form (e.g., salary, stipend) are permitted. <ul style="list-style-type: none"> <li>○ Payment may include both field and employment hours.</li> </ul> </li> <li>• Cite the location of the written policy, including: <ul style="list-style-type: none"> <li>○ Name of documents, manuals, handbooks, syllabi, platforms, and/or websites</li> <li>○ Page numbers (if applicable)</li> </ul> </li> </ul>	<p><b>Definitions:</b></p> <ul style="list-style-type: none"> <li>○ <a href="#">Articulation</a></li> <li>○ <a href="#">Field Supervision</a></li> <li>• If applicable, describe how this information is actively articulated to students and field personnel beyond written materials (e.g., orientation).</li> <li>• Use subheadings to clearly address each component of the standard.</li> </ul> <hr/> <p><b><a href="#">Candidate Programs</a> / AS 3.3.7 is reviewed for:</b></p> <ul style="list-style-type: none"> <li>• Draft at Benchmark 1</li> <li>• Approval at Benchmark 2</li> <li>• Compliance at Benchmark 3</li> </ul>
<p>i. how the program ensures that student assignments are directly linked to the nine social work competencies (and any additional competencies added by the program) and</p>	<ul style="list-style-type: none"> <li>• Copy/paste policies for co-occurring field education and employment, including: <ul style="list-style-type: none"> <li>○ How the program ensures that student assignments are directly linked to the nine social work competencies (and any additional competencies added by the program) and level of practice (generalist or specialized).</li> </ul> </li> </ul>	



COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
level of practice (generalist or specialized);	<ul style="list-style-type: none"> <li>• Student field assignments and employee tasks may qualify as field hours when directly linked to:               <ul style="list-style-type: none"> <li>○ Nine social work competencies (and any additional competencies added by the program)</li> <li>○ Level of practice (generalist or specialized)</li> </ul> </li> </ul>	
ii. how field education supervision is distinct from employment supervision time, even when provided by the same supervisor; and	<ul style="list-style-type: none"> <li>• Copy/paste policies for co-occurring field education and employment, including:               <ul style="list-style-type: none"> <li>○ How field education supervision is distinct from employment supervision time, even when provided by the same supervisor.</li> </ul> </li> <li>• The field instructor and employment supervisor of a student may be the same person.               <ul style="list-style-type: none"> <li>○ In such cases, field education supervision is distinct from employment supervision time, even when provided by the same supervisor.</li> </ul> </li> </ul>	
iii. how the program assists students with field education continuation or change in situations where a student becomes unemployed in an organization where field education has co-occurred with employment.	<ul style="list-style-type: none"> <li>• Copy/paste policies for co-occurring field education and employment, including:               <ul style="list-style-type: none"> <li>○ How the program assists students with field education continuation or change in situations where a student becomes unemployed in an organization where field education has co-occurred with employment.</li> </ul> </li> </ul>	
b. The program describes how these policies are	<ul style="list-style-type: none"> <li>• Explain how students and field personnel are actively informed.</li> </ul>	



<b>COMPLIANCE STATEMENT</b>	<b>BOA INTERPRETATIONS &amp; WRITING CHECKLIST</b>	<b>DEFINITIONS &amp; TIPS</b>
articulated to students and field personnel.	<ul style="list-style-type: none"> <li>• Cite the location of the written articulation, including:               <ul style="list-style-type: none"> <li>○ Name of documents, manuals, handbooks, syllabi, platforms, and/or websites</li> <li>○ Page numbers (if applicable)</li> </ul> </li> </ul>	
c. The program addresses all program options.	<ul style="list-style-type: none"> <li>• Explicitly address each program option.</li> </ul>	

## **Educational Policy 4.0 — Implicit Curriculum**

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

## **Educational Policy 4.1 — Student Development**

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

### **Accreditation Standard 4.1 — Student Development**

#### **Admissions; Advisement, Retention, and Termination; and Student Participation**

##### **Admissions**

**Accreditation Standard 4.1.1:** The program's admissions policies are equitable and inclusive, with particular attention to underrepresented as well as historically and currently oppressed groups.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
<p>a. The program describes how its admissions policies make the program equitable and inclusive, with particular attention to underrepresented as well as historically and currently oppressed groups.</p>	<ul style="list-style-type: none"> <li>• Programs identify underrepresented and historically and currently oppressed groups according to their context.</li> <li>• Describe how program admissions policies make the program:               <ul style="list-style-type: none"> <li>○ Equitable</li> <li>○ Inclusive</li> </ul> </li> <li>• Discuss how admission policies make the program equitable and inclusive for:               <ul style="list-style-type: none"> <li>○ Underrepresented groups</li> <li>○ Historically and currently oppressed groups</li> </ul> </li> <li>• The term “policies” in this standard includes:               <ul style="list-style-type: none"> <li>○ Policies</li> <li>○ Practices</li> <li>○ Processes</li> </ul> </li> <li>• Explicitly state if the program elects to adopt the institution’s admission policies.</li> <li>• Policies can be institutional and/or program-level.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Definitions:</b> <ul style="list-style-type: none"> <li>○ <a href="#">Equity</a></li> <li>○ <a href="#">Inclusion</a></li> </ul> </li> <li>• <i>Focus of this standard:</i> Equity and inclusion within admission policies, practices, and processes to reduce unfair bias.</li> <li>• Admissions span the entire process, including:               <ul style="list-style-type: none"> <li>○ Strategic outreach and marketing</li> <li>○ Recruitment of prospective students</li> <li>○ Review and evaluation of applications</li> <li>○ Formal notification of applicants’ admission decision</li> <li>○ Offering financial aid, funding, and /or scholarship programs</li> <li>○ Orientation</li> <li>○ Elimination of any admission barriers, including platform, process, and criteria</li> <li>○ Periodic reviews of the admissions process for opportunities to prioritize equity and inclusivity, including seeking feedback for applicants and students</li> </ul> </li> <li>• <b>Examples:</b> <ul style="list-style-type: none"> <li>○ Community partnerships that provide pathways for students in high school (e.g., dual enrollment) and community colleges (e.g., articulation agreements)</li> <li>○ Credit-bearing introductory social work courses offered to the local community or online, students may enroll or audit</li> <li>○ Recruitment office locations</li> <li>○ Funded campus visits or access to admissions counselors</li> <li>○ Timing information sessions and open houses (e.g., evenings, weekends) to</li> </ul> </li> </ul>
<p>b. The program addresses all program options.</p>	<ul style="list-style-type: none"> <li>• Explicitly address each program option.</li> </ul>	

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
		<p>maximize access across time zones and include prospective students with various work-life priorities (e.g., family care)</p> <ul style="list-style-type: none"> <li>○ Offering childcare during onsite recruitment events</li> <li>○ No application fees or fee waivers</li> <li>○ Accessibility of application platform</li> <li>○ Inclusive demography questions on the application</li> <li>○ Objective application evaluation criteria or a holistic admissions rubric (as defined by programs)</li> <li>○ Optional or elimination of standardized test scores as an admission criterion</li> <li>○ Employing multiple evaluators per application</li> <li>○ Requiring unconscious bias training for application evaluators</li> <li>○ Alternative methods for conducting admission interviews (e.g., videoconferencing, phone)</li> <li>○ Waiving all generalist course requirements and offering advanced standing to qualifying students (AS M4.1.3), ensuring previous content achievements are not repeated, affecting students' financial health</li> <li>○ Offering office hours, group/student organization opportunities, and resources at orientation to support students in navigating higher education and their new degree program</li> <li>○ Strategies to reengage students who took a leave of absence</li> </ul>

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
		<ul style="list-style-type: none"> <li>○ Recruitment fairs</li> <li>○ Eliminate time limits between earning a baccalaureate social work degree and entering an advanced standing master's social work program</li> <li>○ Maximize number of transfer credits accepted</li> <li>○ Optional early orientation to build social connections</li> </ul> <ul style="list-style-type: none"> <li>• Copy/paste relevant written admission policies (if applicable).</li> <li>• Use subheadings to clearly address each component of the standard.</li> </ul> <hr/> <p><u>Candidate Programs</u> / AS 4.1.1 is reviewed for:</p> <ul style="list-style-type: none"> <li>• Approval at Benchmark 1</li> <li>• Compliance at Benchmark 3</li> </ul>

**Accreditation Standard B4.1.2:** The program has criteria for admission, a process for application evaluation, and a process to notify students of admission decisions.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
<p>a. The program provides its:</p> <p style="padding-left: 40px;">i. criteria for admission;</p>	<ul style="list-style-type: none"> <li>• List all admission criteria, including: <ul style="list-style-type: none"> <li>○ Standard admittance</li> <li>○ Transfer admittance</li> </ul> </li> <li>• Explicitly state if the program elects to admit students simultaneously into both the institution and program.</li> <li>• <i>International students:</i> Programs may admit international students <i>as long as</i> the program follows their institution's, state-based higher education</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Definition:</b> <ul style="list-style-type: none"> <li>○ <a href="#">Articulation</a></li> </ul> </li> <li>• Example admission decision types: <ul style="list-style-type: none"> <li>○ Accept</li> <li>○ Contingent, conditional, or provisional</li> <li>○ Deny</li> <li>○ Waitlist</li> </ul> </li> <li>• Copy/paste relevant written policies (if applicable) for:</li> </ul>

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
	authority's, and/or regional accreditor's policies and procedures for admitting international students.	<ul style="list-style-type: none"> <li>○ Admission criteria</li> <li>○ Evaluating admission applications</li> <li>○ Admission decision types</li> <li>○ Notifying applicants of all admission decision types</li> </ul> <ul style="list-style-type: none"> <li>● If applicable, describe how this information is actively articulated to students and field personnel beyond written materials (e.g., orientation).</li> <li>● Use subheadings to clearly address each component of the standard.</li> </ul>
ii. process for the evaluation of applications;	<ul style="list-style-type: none"> <li>● Provide the process for evaluating admission applications.</li> <li>● Explicitly state if the program elects to adopt the institution's admission application evaluation process.</li> </ul>	
iii. admission decision types; and	<ul style="list-style-type: none"> <li>● List all possible admission decision types.</li> <li>● Explicitly state if the program elects to adopt the institution's admission decision types.</li> </ul>	<hr/> <p><b>Candidate Programs</b> / AS B4.1.2 is reviewed for:</p> <ul style="list-style-type: none"> <li>● Approval at Benchmark 1</li> <li>● Compliance at Benchmark 3</li> </ul>
iv. process for the notification of each decision type.	<ul style="list-style-type: none"> <li>● Provide the process for notifying applicants of all admission decision types.</li> <li>● Explicitly state if the program elects to adopt the institution's admission notification policies and procedures.</li> </ul>	
b. The program describes how the admission criteria and processes are articulated.	<ul style="list-style-type: none"> <li>● Explain how stakeholders are actively informed.</li> <li>● Cite the location of the written articulation, including: <ul style="list-style-type: none"> <li>○ Name of documents, manuals, handbooks, syllabi, platforms, and/or websites</li> <li>○ Page numbers (if applicable)</li> </ul> </li> </ul>	
c. The program addresses all program options.	<ul style="list-style-type: none"> <li>● Explicitly address each program option.</li> </ul>	

**Accreditation Standard M4.1.2:** The program has criteria for admission, a process for application evaluation, and a process to notify students of admission decisions. The criteria for admission to the master's program must include an earned baccalaureate degree from a college or university accredited by a recognized regional accrediting organization.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
<p>a. The program provides its:</p> <p>i. criteria for admission, which include an earned baccalaureate degree from a college or university accredited by a recognized regional accrediting organization;</p>	<ul style="list-style-type: none"> <li>• List all admission criteria, including: <ul style="list-style-type: none"> <li>○ Standard admittance</li> <li>○ Transfer admittance</li> <li>○ <b>Advanced standing admittance</b></li> </ul> </li> <li>• Explicitly state that the admission criteria includes only applicants with an earned baccalaureate degree from a college or university accredited by a recognized regional accrediting association.</li> <li>• Explicitly state if the program elects to admit students simultaneously into both the institution and program.</li> <li>• <i>International students</i>: Programs may admit international students <i>as long as</i> the program follows their institution’s, state-based higher education authority’s, and/or regional accreditor’s policies and procedures for admitting international students.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Definitions:</b> <ul style="list-style-type: none"> <li>○ <a href="#">Articulation</a></li> <li>○ <a href="#">Recognized Regional Accrediting Organization</a></li> </ul> </li> <li>• Example admission decision types: <ul style="list-style-type: none"> <li>○ Accept</li> <li>○ Contingent, conditional, or provisional</li> <li>○ Deny</li> <li>○ Waitlist</li> </ul> </li> <li>• Copy/paste relevant written policies (if applicable) for: <ul style="list-style-type: none"> <li>○ Admission criteria</li> <li>○ Evaluating admission applications</li> <li>○ Admission decision types</li> <li>○ Notifying applicants of all admission decision types</li> </ul> </li> <li>• If applicable, describe how this information is actively articulated to students and field personnel beyond written materials (e.g., orientation).</li> <li>• Use subheadings to clearly address each component of the standard.</li> </ul> <hr/> <p><b><u>Candidate Programs</u></b> / <i>AS M4.1.2 is reviewed for:</i></p> <ul style="list-style-type: none"> <li>• Approval at Benchmark 1</li> <li>• Compliance at Benchmark 3</li> </ul>
<p>ii. process for the evaluation of applications;</p>	<ul style="list-style-type: none"> <li>• Provide the process for evaluating admission applications.</li> <li>• Explicitly state if the program elects to adopt the institution’s admission application evaluation policies and procedures.</li> </ul>	
<p>iii. admission decision types; and</p>	<ul style="list-style-type: none"> <li>• List all possible admission decision types.</li> <li>• Explicitly state if the program elects to adopt the institution’s admission decision types.</li> </ul>	
<p>iv. process for the notification of each decision type.</p>	<ul style="list-style-type: none"> <li>• Provide the process for notifying applicants of all admission decision types</li> <li>• Explicitly state if the program elects to adopt the institution’s admission notification policies and procedures.</li> </ul>	

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
b. The program describes how the admission criteria and processes are articulated.	<ul style="list-style-type: none"> <li>• Explain how stakeholders are actively informed.</li> <li>• Cite the location of the written articulation, including:               <ul style="list-style-type: none"> <li>○ Name of documents, manuals, handbooks, syllabi, platforms, and/or websites</li> <li>○ Page numbers (if applicable)</li> </ul> </li> </ul>	
c. The program addresses all program options.	<ul style="list-style-type: none"> <li>• Explicitly address each program option.</li> </ul>	

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

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
a. The program provides its policy for awarding advanced standing.	<ul style="list-style-type: none"> <li>• All master’s programs must offer advanced standing.               <ul style="list-style-type: none"> <li>○ Programs define and design advanced standing requirements.</li> </ul> </li> <li>• Copy/paste the written policy for awarding advanced standing.               <ul style="list-style-type: none"> <li>○ Cite the location of the written policy, including:                   <ul style="list-style-type: none"> <li>▪ Name of documents, manuals, handbooks, syllabi, platforms, and/or websites</li> <li>▪ Page numbers (if applicable)</li> </ul> </li> </ul> </li> <li>• State that advanced standing is awarded only to those with a(n):               <ul style="list-style-type: none"> <li>○ CSWE-accredited baccalaureate social work degree</li> <li>○ CASWE-accredited baccalaureate social work degree (from the Canadian social</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <i>Focus of the standard:</i> Ensuring students are not repeating previously achieved content.</li> <li>• The accrediting body and EPAS does <u>not</u> address the number of credit hours for degree attainment/conferral. Such decisions are beyond programmatic accreditation and at the discretion of the program, their institution, state-based higher education authority, and/or regional accreditor.               <ul style="list-style-type: none"> <li>○ Programs are advised to inquire with their state’s licensing board regarding any post-degree practice implications.</li> </ul> </li> <li>• Example of awarding advanced standing:               <ul style="list-style-type: none"> <li>○ Waiving the generalist curriculum requirements and beginning the specialized curriculum immediately upon admission/enrollment.</li> </ul> </li> </ul>



COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
	<p>work accreditor, recognized through an <a href="#">MOU</a> with CSWE and CASWE)</p> <ul style="list-style-type: none"> <li>○ Internationally earned <a href="#">ISWDRES</a>-evaluated degree comparable to a baccalaureate social work</li> </ul> <ul style="list-style-type: none"> <li>• Programs are <u>not</u> permitted to offer advanced standing only programs. <ul style="list-style-type: none"> <li>○ Master’s social work programs must meet accreditation standards for both generalist and specialized practice.</li> <li>○ If the program offers its full generalist and specialized curriculum at one program option; additional program options can be advanced standing only.</li> </ul> </li> <li>• Programs can offer full-time and/or part-time plans of study to advanced standing students.</li> </ul>	<ul style="list-style-type: none"> <li>○ Waiving the generalist curriculum requirements and offering a few bridge courses for students to connect and integrate generalist and specialized learning, while ensuring generalist content achievements are not repeated.</li> </ul> <ul style="list-style-type: none"> <li>• Master’s programs may elect to contingently grant advanced standing status to students that graduated from a baccalaureate social work program in candidacy with CSWE <i>as long as</i> the program receives initial accreditation while the student is enrolled in the master’s program. <ul style="list-style-type: none"> <li>○ In such cases, students <u>cannot</u> be fully awarded advanced standing status until they document that their baccalaureate program was granted initial accreditation and that accredited status retroactively covers their degree.</li> <li>○ This affects students graduating close to/immediately before the baccalaureate program’s initial accreditation date.</li> <li>○ Candidate Programs are encouraged to graduate their first cohort as close to their initial accreditation date as possible.</li> <li>○ Programs have discretion to implement additional advanced standing requirements.</li> </ul> </li> </ul>
<p>b. The program provides its policy for ensuring that students from CSWE-accredited baccalaureate social work programs do not repeat generalist content at the master’s level that has been achieved at the baccalaureate level.</p>	<ul style="list-style-type: none"> <li>• Programs can identify granting advanced standing status as their process/mechanism for ensuring baccalaureate social work graduates do not repeat generalist content achievements. <ul style="list-style-type: none"> <li>○ When applicants do not qualify for advanced standing status, programs must implement a secondary process/mechanism for ensuring baccalaureate social work graduates do not repeat generalist content achievements.</li> </ul> </li> <li>• Copy/paste the written policy for ensuring content and achievements are not repeated.</li> <li>• Identify the process/mechanism for ensuring applicants holding baccalaureate social work degrees do not repeat undergraduate generalist content and achievements.</li> </ul>	<ul style="list-style-type: none"> <li>○ Prompts for ensuring students do not repeat generalist content at the master’s level that has been achieved at the baccalaureate level: <ul style="list-style-type: none"> <li>○ When reviewing baccalaureate social work graduates’ applications, how does the program avoid content repetition?</li> </ul> </li> </ul>

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
	<ul style="list-style-type: none"> <li>○ Lack of a process/mechanism is <u>not</u> acceptable.</li> <li>○ “Achievement” is a relative term defined by the program.</li> <li>● Programs have discretion to include or exclude the following students in their process/mechanism:               <ul style="list-style-type: none"> <li>○ Graduates from unaccredited baccalaureate social work programs</li> <li>○ Graduates from baccalaureate social work programs in candidacy</li> <li>○ International graduates without a CASWE-accredited baccalaureate social work degree (from the Canadian social work accreditor, recognized through an <a href="#">MOU</a> with CSWE and CASWE)</li> <li>○ International graduates without an internationally earned <a href="#">ISWDRES</a>-evaluated degree comparable to a baccalaureate social work</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Is there separate forms or documentation submitted by the applicant?</li> <li>○ Is there a mechanism used to ensure there is not repetition?</li> <li>○ How does the program define achievement?</li> <li>○ How is this definition used to avoid repetition?</li> <li>● Examples of ensuring no repetition of content and achievements:               <ul style="list-style-type: none"> <li>○ Waiving required generalist courses</li> <li>○ Minimum grade point average (GPA)</li> <li>○ Earning a “B” or better in a social work course</li> <li>○ Review of transcripts or comparability</li> <li>○ Passing a placement or equivalency exam</li> <li>○ Qualifying for advanced standing status</li> </ul> </li> <li>● If applicable, describe how this information is actively articulated to students and field personnel beyond written materials (e.g., orientation).</li> <li>● Use subheadings to clearly address each component of the standard.</li> </ul>
c. The program describes how these policies are articulated.	<ul style="list-style-type: none"> <li>● Explain how stakeholders are actively informed.</li> <li>● Cite the location of the written articulation, including:               <ul style="list-style-type: none"> <li>○ Name of documents, manuals, handbooks, syllabi, platforms, and/or websites</li> <li>○ Page numbers (if applicable)</li> </ul> </li> </ul>	<hr style="border-top: 1px dashed black;"/> <p><b>Candidate Programs</b> / AS M4.1.3 is reviewed for:</p> <ul style="list-style-type: none"> <li>● Approval at Benchmark 1</li> <li>● Compliance at Benchmark 3</li> </ul>
d. The program addresses all program options.	<ul style="list-style-type: none"> <li>● Explicitly address each program option.</li> </ul>	<p><b>Pre-candidate and candidate programs:</b> Must have advanced standing policies at Benchmark 1 and can offer advanced standing admission anytime during the candidacy process; however, advanced standing must be offered at Benchmark 3.</p>

**Accreditation Standard 4.1.4:** The program has policies for the transfer of social work course credit.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
<p>a. The program provides its policies for the transfer of social work course credit.</p>	<ul style="list-style-type: none"> <li>• Programs develop their own transfer credit policies.</li> <li>• Copy/paste written policies for transfer of credits.</li> <li>• Cite the location of each written policy, including:               <ul style="list-style-type: none"> <li>○ Name of documents, manuals, handbooks, syllabi, platforms, and/or websites</li> <li>○ Page numbers (if applicable)</li> </ul> </li> <li>• Provide the procedures for reviewing transcripts and/or other materials to determine course equivalency.</li> <li>• Explicitly state if the program elects to adopt the institution’s transfer credit policies and procedures.</li> <li>• Programs may only accept field education and practice course transfer credits from other CSWE-accredited or candidacy social work programs, unless the program is able to explain how the program assesses course equivalency to comply with all <b>AS 3.2</b> (field education) standards and <b>AS 4.2.2</b> (practice course instructor qualifications).               <ul style="list-style-type: none"> <li>○ Transfer credit policies and procedures do not need to explicitly state this; yet documentation <u>cannot</u> oppose/violate this interpretation.</li> </ul> </li> <li>• Programs decide whether they accept required and elective non-practice course transfer credits.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Definitions:</b> <ul style="list-style-type: none"> <li>○ <a href="#">Articulation</a></li> <li>○ <a href="#">Transfer of Credits</a></li> </ul> </li> <li>• <i>Focus of this standard:</i> Transfer credit policies and procedures for social work courses <u>not</u> general education courses.</li> <li>• If applicable, describe how this information is actively articulated to students and field personnel beyond written materials (e.g., orientation).</li> <li>• Use subheadings to clearly address each component of the standard.</li> </ul> <hr/> <p><b><a href="#">Candidate Programs</a></b> / AS 4.1.4 is reviewed for:</p> <ul style="list-style-type: none"> <li>• Approval at Benchmark 1</li> <li>• Compliance at Benchmark 3</li> </ul>
<p>b. The program describes how these policies are articulated.</p>	<ul style="list-style-type: none"> <li>• Explain how stakeholders are actively informed.</li> <li>• Cite the location of the written articulation, including:               <ul style="list-style-type: none"> <li>○ Name of documents, manuals, handbooks, syllabi, platforms, and/or websites</li> <li>○ Page numbers (if applicable)</li> </ul> </li> </ul>	

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
c. The program addresses all program options.	<ul style="list-style-type: none"> <li>• Explicitly address each program option.</li> </ul>	

**Accreditation Standard 4.1.5:** The program does not grant social work course credit for life experience or previous work experience.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
a. The program provides the policy indicating that it does not grant social work course credit for life experience or previous work experience.	<ul style="list-style-type: none"> <li>• Copy/paste the relevant written policy explicitly stating that the social work program does not grant social work course credit for:               <ul style="list-style-type: none"> <li>○ Life experience</li> <li>○ Previous work experience</li> </ul> </li> <li>• Cite the location of the written policy, including:               <ul style="list-style-type: none"> <li>○ Name of documents, manuals, handbooks, syllabi, platforms, and/or websites</li> <li>○ Page numbers (if applicable)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Definition:</b> <ul style="list-style-type: none"> <li>○ <a href="#">Articulation</a></li> <li>○ <a href="#">Course Credit</a></li> </ul> </li> <li>• Examples of how this policy is articulated:               <ul style="list-style-type: none"> <li>○ Prospective student materials</li> <li>○ Admission packet</li> <li>○ Syllabi</li> <li>○ Learning management system</li> <li>○ Orientation</li> <li>○ Advising sessions</li> <li>○ Webinars/online modules</li> <li>○ Newsletters or other communications</li> <li>○ <b>Websites</b></li> </ul> </li> <li>• If applicable, describe how this information is actively articulated to students and field personnel beyond written materials (e.g., orientation).</li> <li>• Use subheadings to clearly address each component of the standard.</li> </ul> <hr/> <p><b><a href="#">Candidate Programs</a></b> / AS 4.1.5 is reviewed for:</p> <ul style="list-style-type: none"> <li>• Approval at Benchmark 1</li> <li>• Compliance at Benchmark 3</li> </ul>
b. The program describes how this policy is articulated.	<ul style="list-style-type: none"> <li>• Explain how stakeholders are actively informed.</li> <li>• Cite the location of the written articulation, including:               <ul style="list-style-type: none"> <li>○ Name of documents, manuals, handbooks, syllabi, platforms, and/or websites</li> <li>○ Page numbers (if applicable)</li> </ul> </li> </ul>	
c. The program addresses all program options.	<ul style="list-style-type: none"> <li>• Explicitly address each program option.</li> </ul>	

## Advisement, Retention, and Termination

**Accreditation Standard 4.1.6:** The program has policies for academic advising and professional advising. Professional advising is provided by social work program faculty or staff.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
<p>a. The program provides its policy for academic advising.</p>	<ul style="list-style-type: none"> <li>• Copy/paste the written policy for academic advising.</li> <li>• Specify who provides academic advising.                             <ul style="list-style-type: none"> <li>○ Academic advising can be provided by:                                     <ul style="list-style-type: none"> <li>▪ Social work program personnel</li> <li>▪ Centralized department in the broader institution</li> <li>▪ Other institutional personnel</li> </ul> </li> </ul> </li> <li>• Cite the location of the written policy, including:                             <ul style="list-style-type: none"> <li>○ Name of documents, manuals, handbooks, syllabi, platforms, and/or websites</li> <li>○ Page numbers (if applicable)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Definitions:</b> <ul style="list-style-type: none"> <li>○ <a href="#">Articulation</a></li> <li>○ <a href="#">Faculty</a></li> <li>○ <a href="#">Professional Advising</a></li> </ul> </li> <li>• Examples of advising services formats:                             <ul style="list-style-type: none"> <li>○ Faculty-initiated (e.g., scheduled once per term)</li> <li>○ Student-initiated (i.e., upon request)</li> <li>○ Open office hours</li> <li>○ Integrative seminars</li> <li>○ Field seminars</li> </ul> </li> </ul>
<p>b. The program provides its policy for professional advising, including that professional advising is provided by social work program faculty or staff.</p>	<ul style="list-style-type: none"> <li>• Copy/paste the written policy for professional advising.                             <ul style="list-style-type: none"> <li>○ Absence of professional advising policies is insufficient.</li> <li>○ Professional advising focuses upon post-graduation preparation for entry into the profession.</li> <li>○ Professional advising may be informally structured and/or student initiated.</li> <li>○ Professional advising includes field education supports.</li> <li>○ Expand beyond field education as students must be expected demonstrate professionalism in all educational spaces (e.g., classrooms, committees, student organizations, extracurricular activities).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• If applicable, describe how this information is actively articulated to students and field personnel beyond written materials (e.g., orientation).</li> <li>• Use subheadings to clearly address each component of the standard.</li> </ul> <hr style="border-top: 1px dashed black;"/> <p><b><a href="#">Candidate Programs</a></b> / AS 4.1.6 is reviewed for:</p> <ul style="list-style-type: none"> <li>• Draft at Benchmark 1</li> <li>• Approval at Benchmark 2</li> <li>• Compliance at Benchmark 3</li> </ul>

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
	<ul style="list-style-type: none"> <li>• Specify which social work program personnel provide professional advising:               <ul style="list-style-type: none"> <li>○ Faculty</li> <li>○ Staff</li> </ul> </li> <li>• Cite the location of the written policy, including:               <ul style="list-style-type: none"> <li>○ Name of documents, manuals, handbooks, syllabi, platforms, and/or websites</li> <li>○ Page numbers (if applicable)</li> </ul> </li> </ul>	
c. The program describes how these policies are articulated.	<ul style="list-style-type: none"> <li>• State how each of the following policies are articulated to stakeholders:               <ul style="list-style-type: none"> <li>○ Academic Advising</li> <li>○ Professional Advising</li> </ul> </li> <li>• Cite the location of the written articulation, including:               <ul style="list-style-type: none"> <li>○ Name of documents, manuals, handbooks, syllabi, platforms, and/or websites</li> <li>○ Page numbers (if applicable)</li> </ul> </li> </ul>	
d. The program addresses all program options.	<ul style="list-style-type: none"> <li>• Explicitly address each program option.</li> </ul>	

**Accreditation Standard 4.1.7:** The program has policies for evaluating student academic performance, evaluating professional performance, and termination from the program. The program also has policies related to due process for reasons of academic performance, professional performance, and termination from the program.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
a. The program provides its policies for evaluating academic performance.	<ul style="list-style-type: none"> <li>• Copy/paste written policies for evaluating students' academic performance.</li> <li>• Institutions and programs define their own grading scales.               <ul style="list-style-type: none"> <li>○ Other regulatory bodies (i.e., state-based higher education authority and/or regional</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Definitions:</b> <ul style="list-style-type: none"> <li>○ <a href="#">Articulation</a></li> <li>○ <a href="#">Due Process</a></li> <li>○ <a href="#">Policy</a></li> <li>○ <a href="#">Professional Performance</a></li> </ul> </li> </ul>

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
	<p>accreditor) may provide additional guidance on grading scales.</p>	<ul style="list-style-type: none"> <li>• Consider listing the criteria used to determine whether students are progressing academically.</li> </ul>
<p>b. The program provides its policies for evaluating professional performance.</p>	<ul style="list-style-type: none"> <li>• Copy/paste written policies for evaluating students' professional performance</li> <li>• Include evaluating professional performance during field education in the policy.</li> <li>• Expand beyond field education as students must be expected demonstrate professionalism in all educational spaces (e.g., classrooms, committees, student organizations, extracurricular activities).</li> </ul>	<ul style="list-style-type: none"> <li>• Examples of academic performance criteria: <ul style="list-style-type: none"> <li>○ Grading scales</li> <li>○ Scores on key learning, core, or signature assignments</li> <li>○ Minimum acceptable grades to progress through pre-requisites and enroll in required courses</li> </ul> </li> </ul>
<p>c. The program provides its policies for student termination from the program.</p>	<ul style="list-style-type: none"> <li>• Copy/paste written termination policies for each of the following: <ul style="list-style-type: none"> <li>○ Academic performance misconduct</li> <li>○ Professional performance misconduct</li> </ul> </li> <li>• Explicitly state if the program elects to adopt the institution's termination policies.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider listing the criteria used to determine whether students are progressing and performing professionally as they prepare to enter the social work profession.</li> </ul>
<p>d. The program provides its policies related to due process for reasons of academic performance.</p>	<ul style="list-style-type: none"> <li>• Copy/paste the written policies related to due process for reasons of academic performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Examples of professional performance criteria: <ul style="list-style-type: none"> <li>○ Adhering to an educational or professional code of conduct</li> <li>○ Employing the NASW Code of Ethics</li> <li>○ Upholding behavioral expectations in the field setting, classroom, or community</li> </ul> </li> </ul>
<p>e. The program provides its policies related to due process for reasons of professional performance.</p>	<ul style="list-style-type: none"> <li>• Copy/paste the written policies related to due process for reasons of professional performance.</li> </ul>	<ul style="list-style-type: none"> <li>• For termination due to professional performance misconduct, consider the following prompt: <ul style="list-style-type: none"> <li>○ Since social work is a professional degree granting program, are there specific professional behaviors or issues that would cause termination that are unique/specific to social work and not covered in the institution's policies and procedures (e.g., violating the NASW Code of Ethics)?</li> </ul> </li> </ul>
<p>f. The program provides its policies related to due process for reasons of student termination from the program.</p>	<ul style="list-style-type: none"> <li>• Copy/paste the written policies related to due process of student termination for reasons of academic and professional performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Examples of ways in which these policies are articulated: <ul style="list-style-type: none"> <li>○ Prospective student materials</li> <li>○ Admission packet</li> <li>○ Syllabi</li> </ul> </li> </ul>
<p>g. The program describes how these policies are articulated.</p>	<ul style="list-style-type: none"> <li>• State how each of the following policies are articulated to stakeholders: <ul style="list-style-type: none"> <li>○ Evaluating academic performance</li> <li>○ Evaluating professional performance</li> </ul> </li> </ul>	



COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
	<ul style="list-style-type: none"> <li>○ Due process for reasons of academic performance</li> <li>○ Due process for reasons of professional performance</li> <li>○ Termination for reasons of academic performance misconduct</li> <li>○ Termination for reasons of professional performance misconduct.</li> <li>● Cite the location of the written articulation, including: <ul style="list-style-type: none"> <li>○ Name of documents, manuals, handbooks, syllabi, platforms, and/or websites</li> <li>○ Page numbers (if applicable)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Learning management system</li> <li>○ Orientation</li> <li>○ Advising sessions</li> <li>○ Webinars/online modules</li> <li>○ Newsletters or other communications</li> <li>○ <b>Websites</b></li> <li>● If applicable, describe how this information is actively articulated to students and field personnel beyond written materials (e.g., orientation).</li> <li>● Use subheadings to clearly address each component of the standard.</li> </ul>
h. The program addresses all program options.	<ul style="list-style-type: none"> <li>● Explicitly address each program option.</li> </ul>	<hr/> <p><b><u>Candidate Programs</u></b> / AS 4.1.7 is reviewed for:</p> <ul style="list-style-type: none"> <li>● Draft at Benchmark 1</li> <li>● Approval at Benchmark 2</li> <li>● Compliance at Benchmark 3</li> </ul>



## Student Participation

**Accreditation Standard 4.1.8:** The program has policies that ensure equitable and inclusive opportunities for student input and participation in the implicit and explicit curriculum.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
<p>a. The program provides its policies for ensuring equitable and inclusive opportunities for student input and participation in the implicit curriculum.</p>	<ul style="list-style-type: none"> <li>• Students must have equitable and inclusive opportunities for:                             <ul style="list-style-type: none"> <li>○ Input in the <i>implicit curriculum</i></li> <li>○ Participation in the <i>implicit curriculum</i></li> </ul> </li> <li>• Response must be specific to the program-level (baccalaureate or master’s) rather than the school/department-level or institutional level.</li> <li>• Copy/paste the written policies for student input and participation in the implicit curriculum.</li> <li>• Cite the location of the written policies, including:                             <ul style="list-style-type: none"> <li>○ Name of documents, manuals, handbooks, syllabi, platforms, and/or websites</li> <li>○ Page numbers (if applicable)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Definitions:</b> <ul style="list-style-type: none"> <li>○ <a href="#">Articulation</a></li> <li>○ <a href="#">Equity</a></li> <li>○ <a href="#">Implicit Curriculum</a></li> <li>○ <a href="#">Inclusion</a></li> <li>○ <a href="#">Opportunities</a></li> </ul> </li> <li>• Examples of student opportunities for input and participation implicit and explicit curriculum:                             <ul style="list-style-type: none"> <li>○ Seats/positions on standing or ad hoc committees</li> <li>○ Administrative meetings with the student body/union</li> <li>○ Town hall or annual program meetings</li> <li>○ Student liaison or representative participation in faculty meetings</li> <li>○ Program feedback/evaluation opportunities</li> <li>○ Exit surveys or focus groups</li> <li>○ Timing (e.g., evening, weekend) and access (e.g., teleconference, chat-enabled videoconferencing, closed captions) of engagement opportunities and events</li> </ul> </li> <li>• If applicable, describe how this information is actively articulated to students and field personnel beyond written materials (e.g., orientation).</li> </ul>
<p>b. The program provides its policies for ensuring equitable and inclusive opportunities for student input and participation in the explicit curriculum.</p>	<ul style="list-style-type: none"> <li>• Students must have equitable and inclusive opportunities for:                             <ul style="list-style-type: none"> <li>○ Input in the <i>explicit curriculum</i></li> <li>○ Participation in the <i>explicit curriculum</i></li> </ul> </li> <li>• Response must be specific to the program-level (baccalaureate or master’s) rather than the school/department-level or institutional level.</li> <li>• Copy/paste relevant written policies for student input and participation in the explicit curriculum.</li> <li>• Cite the location of the written policies, including:                             <ul style="list-style-type: none"> <li>○ Name of documents, manuals, handbooks, syllabi, platforms, and/or websites</li> <li>○ Page numbers (if applicable)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• If applicable, describe how this information is actively articulated to students and field personnel beyond written materials (e.g., orientation).</li> </ul>

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
c. The program describes how these policies are articulated.	<ul style="list-style-type: none"> <li>• Explain how stakeholders are actively informed.</li> <li>• Cite the location of the written articulation, including:               <ul style="list-style-type: none"> <li>○ Name of documents, manuals, handbooks, syllabi, platforms, and/or websites</li> <li>○ Page numbers (if applicable)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use subheadings to clearly address each component of the standard.</li> </ul> <hr style="border-top: 1px dashed black;"/> <p><b><u>Candidate Programs</u></b> / <i>AS 4.1.8 is reviewed for:</i></p>
d. The program addresses all program options.	<ul style="list-style-type: none"> <li>• Explicitly address each program option.</li> </ul>	<ul style="list-style-type: none"> <li>• Draft at Benchmark 1</li> <li>• Approval at Benchmark 2</li> <li>• Compliance at Benchmark 3</li> </ul>

## Educational Policy 4.2 — Faculty

Appropriate and qualified faculty representing diverse perspectives are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, research, scholarship, and service—as well as their interactions with one another, administration, students, and community—the program’s faculty model the behavior and values expected of professional social workers in the context of ADEI. Faculty are available to function as appropriate role models for students in their learning and socialization into the discipline and profession. Faculty incorporate recognition of the program’s essential functions, which may include recruitment; enrollment; advising; student engagement; retention; curriculum development; teaching; research; scholarship; mentorship; oversight of student research; assessment; service on institutional or program committees; field education support and program management; appropriate class sizes and sufficient course offerings to meet program aims; and monitoring and evaluation of student progress. Faculty demonstrate sufficient educational qualifications and experience related to the nine social work competencies. Programs demonstrate that faculty are qualified to teach the courses to which they are assigned. Learning experiences are to be designed, delivered, and assessed by faculty (full- or part-time) or other appropriate professionals who are qualified for the positions they hold and the work they do. Faculty are provided with opportunities, resources, and support for professional growth and innovation.

### Accreditation Standard 4.2 — Faculty

**Accreditation Standard B4.2.1:** The baccalaureate social work program identifies no fewer than two full-time faculty, with a full-time appointment in social work, whose principal assignment is to the baccalaureate program. Inclusive of all program options, the majority of the full-time social work program faculty whose principal assignment is to the baccalaureate program have a master’s degree in social work from a CSWE-accredited program.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
a. The program submits Form AS 4.2.1.	<ul style="list-style-type: none"> <li>• <b>REQUIRED FORM:</b> <a href="#">Form AS 4.2.1 – Faculty Summary Form</a> <ul style="list-style-type: none"> <li>○ Institutions with both CSWE-accredited baccalaureate and master’s programs only include faculty for the program under accreditation review, <u>not</u> a combined form inclusive of both programs’ faculty.</li> <li>○ Complete the form by listing each baccalaureate program faculty member, in alphabetical order by last name.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Definitions:</b> <ul style="list-style-type: none"> <li>○ <a href="#">Degree from CSWE-Accredited Master’s Program</a></li> <li>○ <a href="#">Faculty</a></li> <li>○ <a href="#">Post-master’s Social Work Degree Practice Experience</a></li> <li>○ <a href="#">Principal Assignment</a></li> </ul> </li> <li>• <b>SAMPLE:</b> <a href="#">Form AS 4.2.1 – Faculty Summary Form</a></li> </ul>

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
	<ul style="list-style-type: none"> <li>• Identify current faculty employed in the baccalaureate program at the time the accreditation document is submitted.</li> <li>• Identify all faculty with full-time, part-time, or partial appointments to the baccalaureate program.</li> <li>• Identify baccalaureate program faculty across all program options.</li> <li>• Faculty information must be consistent on both the required <i>Form AS 4.2.1</i> and <i>Faculty Data Forms</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Examples: The majority (51% or more) of identified full-time faculty whose principal assignment is to the baccalaureate program have a master's degree in social work from a CSWE-accredited: <ul style="list-style-type: none"> <li>○ 2 out of 2</li> <li>○ 3 out of 5</li> <li>○ 4 out of 6</li> </ul> </li> <li>• Examples of duties beyond social work include: <ul style="list-style-type: none"> <li>○ Chairing a multi-disciplinary department</li> <li>○ Teaching general education courses</li> </ul> </li> </ul>
<p>b. The program submits a Faculty Data Form for each full- and part-time baccalaureate social work program faculty member.</p>	<ul style="list-style-type: none"> <li>• <b>REQUIRED FORM:</b> <a href="#">Faculty Data Form</a></li> <li>• Complete a <i>Faculty Data Form</i> for each baccalaureate program faculty member.</li> <li>• Include: <ul style="list-style-type: none"> <li>○ Month and year degrees were earned</li> <li>○ Start and end dates for all documented post-baccalaureate and post-master's social work degree practice experiences</li> </ul> </li> <li>• Faculty information must be consistent on both the required <i>Form AS 4.2.1</i> and <i>Faculty Data Forms</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• When a faculty member is on a temporary leave of absence (e.g., sabbatical, medical leave) during an accreditation review process, programs typically include the faculty member in the accreditation document and describe the situation, including any interim coverage. <ul style="list-style-type: none"> <li>○ In such cases, programs must document current compliance with the relevant standards.</li> </ul> </li> </ul>
<p>c. The program identifies the total number of full-time faculty whose principal assignment is to the baccalaureate program. Of those faculty, the program identifies the number that have a master's degree in social work from a CSWE-accredited program.</p>	<ul style="list-style-type: none"> <li>• Identify two (2) or more full-time faculty whose principal assignment is to the baccalaureate program. Identified faculty must have a: <ul style="list-style-type: none"> <li>○ Full-time appointment to the baccalaureate social work program, or social work overall</li> <li>○ Principal assignment to the baccalaureate-level (51% or more of their appointment dedicated to the baccalaureate-level)</li> <li>○ The remaining 49% or less of their appointment can be dedicated to: <ul style="list-style-type: none"> <li>▪ Teaching, administration, research, service, or other faculty workload policy roles in the master's or</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• When a minimum number of full-time faculty position becomes vacant, programs appoint an interim/temporary or permanent faculty member to maintain continuous compliance.</li> <li>• The accrediting body and EPAS does <u>not</u> address licensing of social work faculty. Such criteria are beyond programmatic accreditation and at the discretion of the program.</li> <li>• Accredited programs may be eligible to apply/request a waiver for certain components of this standard. <ul style="list-style-type: none"> <li>○ Waiver approvals are <u>not</u> guaranteed.</li> <li>○ Learn more in policy <i>4.5 Waivers to Accreditation Standards</i> in the <a href="#">Accreditation Policy Handbook</a>.</li> </ul> </li> </ul>

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
	<p style="text-align: center;">doctorate-level social work programs</p> <ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>▪ Duties beyond social work</li> </ul> </li> <li>• This is <u>not</u> a full-time equivalency (FTE) calculation. <ul style="list-style-type: none"> <li>○ This requirement <u>cannot</u> be distributed across multiple part-time faculty members.</li> </ul> </li> <li>• State the total number of full-time faculty whose principal assignment is to the baccalaureate program. <ul style="list-style-type: none"> <li>○ Of those faculty, identify the number that have a master’s degree in social work from a CSWE-accredited program.</li> <li>○ State that the majority (51% or more) of the identified faculty meet the requirements of this standard.</li> </ul> </li> <li>• The identified faculty must have either a: <ul style="list-style-type: none"> <li>○ CSWE-accredited degree,</li> <li>○ CASWE-accredited degree (from the Canadian social work accreditor, recognized through an <a href="#">MOU</a> with CSWE and CASWE), <u>or</u></li> <li>○ An internationally earned <a href="#">ISWDRES</a>-evaluated degree. <ul style="list-style-type: none"> <li>▪ If faculty members relevant to this standard have an internationally earned degree, submit a copy of the ISWDRES evaluation letter in accreditation documents.</li> </ul> </li> </ul> </li> <li>• The program director and field director can be identified as full-time faculty in response to this standard whether they are on a faculty, administrative, or staff line.</li> </ul>	<ul style="list-style-type: none"> <li>○ If the program was granted waiver(s) relevant to this standard, submit a copy of the BOA-issued waiver approval letter in accreditation documents.</li> <li>• Use subheadings to clearly address each component of the standard.</li> </ul> <hr/> <p><a href="#">Candidate Programs</a> / <i>AS B4.2.1 is reviewed for:</i></p> <ul style="list-style-type: none"> <li>• Approval at Benchmark 1 (2 Faculty)</li> <li>• Approval at Benchmark 2 (3 Faculty)</li> <li>• Compliance at Benchmark 3 (4 Faculty)</li> </ul> <ul style="list-style-type: none"> <li>• <i>To approve the draft Benchmark 1 document and enter Pre-candidacy:</i> Programs must have two (2) full-time principally assigned baccalaureate program faculty formally hired, with a start date no later than 30-days before the visit date (i.e., when the Benchmark document is sent to the visitor and program’s accreditation specialist) even if students are not enrolled or the program is not fully operational.</li> <li>• <i>For Benchmark 1:</i> Programs must have two (2) full-time principally assigned baccalaureate program faculty actively working within the program 30-days before the visit date (i.e., when the Benchmark document is sent to the visitor and program’s accreditation specialist) even if students are not enrolled or the program is not fully operational.</li> <li>• <i>For Benchmark 2 &amp; 3:</i> Programs must have two (2) full-time principally assigned baccalaureate program</li> </ul>

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
	<ul style="list-style-type: none"> <li>• Identified full-time faculty can be any rank or title (e.g., tenured, tenure track, non-tenure track, clinical professor, visiting professor, adjunct).</li> <li>• Full-time administrative support staff who also teach are <u>not</u> considered full-time faculty and <u>cannot</u> be identified as in response to this standard.</li> <li>• Faculty information must be consistent on both the required <i>Form AS 4.2.1</i> and <i>Faculty Data Forms</i>.</li> <li>• Overload appointments are reviewed on a case-by-case basis. <ul style="list-style-type: none"> <li>○ In narrative format, describe any overload appointments for the identified faculty.</li> <li>○ Explain appointment sufficiency for the identified faculty.</li> </ul> </li> </ul>	<p>faculty actively working within the program 30-days before the visit date (i.e., when the Benchmark document is sent to the visitor and program’s accreditation specialist). Students must be enrolled and the program fully operational by Benchmark 2.</p>
<p>d. The program includes faculty for all program options.</p>	<ul style="list-style-type: none"> <li>• Explicitly address each program option.</li> <li>• The minimum faculty requirement applies to the entire baccalaureate program. <ul style="list-style-type: none"> <li>○ It is <u>not</u> expected that each program option has the minimum number of faculty per this standard.</li> </ul> </li> </ul>	

**Accreditation Standard M4.2.1:** The master’s social work program identifies no fewer than four full-time faculty with a full-time appointment in social work, whose principal assignment is to the master’s program. Inclusive of all program options, the majority of the full-time social work program faculty whose principal assignment is to the master’s program have both a master’s degree in social work from a CSWE-accredited program and a doctoral degree, preferably in social work.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS & DEFINITIONS
<p>a. The program submits Form AS 4.2.1.</p>	<ul style="list-style-type: none"> <li>• <b>REQUIRED FORM:</b> <a href="#">Form AS 4.2.1 – Faculty Summary Form</a> <ul style="list-style-type: none"> <li>○ Institutions with both CSWE-accredited baccalaureate and master’s programs only</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Definitions:</b> <ul style="list-style-type: none"> <li>○ <a href="#">Degree from CSWE-Accredited Master’s Program</a></li> <li>○ <a href="#">Faculty</a></li> </ul> </li> </ul>

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS & DEFINITIONS
	<p>include faculty for the program under accreditation review, <u>not</u> a combined form inclusive of both programs' faculty.</p> <ul style="list-style-type: none"> <li>○ Complete the form by listing each master's program faculty member, in alphabetical order.</li> <li>• Identify current faculty employed in the master's program at the time the accreditation document is submitted.</li> <li>• Identify all faculty with full-time, part-time, or partial appointments to the master's program.</li> <li>• Identify master's program faculty across all program options.</li> <li>• Faculty information must be consistent on both the required <i>Form AS 4.2.1</i> and <i>Faculty Data Forms</i>.</li> </ul>	<ul style="list-style-type: none"> <li>○ <a href="#">Post-master's Social Work Degree Practice Experience</a></li> <li>○ <a href="#">Principal Assignment</a></li> <li>• <b>SAMPLE:</b> <a href="#">Form AS 4.2.1 – Faculty Summary Form</a></li> <li>• Examples: The majority (51% or more) of identified full-time faculty whose principal assignment is to the master's program have a master's degree in social work from a CSWE-accredited program <i>and</i> a doctoral degree: <ul style="list-style-type: none"> <li>○ 3 out of 4</li> <li>○ 4 out of 6</li> <li>○ 6 out of 10</li> </ul> </li> <li>• Examples of duties beyond social work include: <ul style="list-style-type: none"> <li>○ Chairing a multi-disciplinary department</li> <li>○ Teaching general education courses</li> </ul> </li> <li>• When a faculty member is on a temporary leave of absence (e.g., sabbatical, medical leave) during an accreditation review process, programs typically include the faculty member in the accreditation document and describe the situation, including any interim coverage. <ul style="list-style-type: none"> <li>○ In such cases, programs must document current compliance with the relevant standards.</li> </ul> </li> </ul>
<p>b. The program submits a Faculty Data Form for each full- and part-time master's social work program faculty member.</p>	<ul style="list-style-type: none"> <li>• <b>REQUIRED FORM:</b> <a href="#">Faculty Data Form</a></li> <li>• Complete a <i>Faculty Data Form</i> for each master's program faculty member.</li> <li>• Include: <ul style="list-style-type: none"> <li>○ Month and year degrees were earned</li> <li>○ Start and end dates for all documented post-baccalaureate and post-master's social work degree practice experiences</li> </ul> </li> <li>• Faculty information must be consistent on both the required <i>Form AS 4.2.1</i> and <i>Faculty Data Forms</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• When a minimum number of full-time faculty position becomes vacant, programs appoint an interim/temporary or permanent faculty member to maintain continuous compliance.</li> <li>• The accrediting body and EPAS does <u>not</u> address licensing of social work faculty. Such criteria are beyond programmatic accreditation and at the discretion of the program.</li> </ul>
<p>c. The program identifies the total number of full-time faculty whose principal assignment is to the master's program. Of those faculty, the program identifies the number that have a master's degree in social work from a CSWE-</p>	<ul style="list-style-type: none"> <li>• Identify four (4) or more full-time faculty whose principal assignment is to the master's program. Identified faculty must have a: <ul style="list-style-type: none"> <li>○ Full-time appointment to the master's social work program, or social work overall</li> <li>○ Principal assignment to the master's-level (51% or more of their appointment dedicated to the master's- level)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• When a minimum number of full-time faculty position becomes vacant, programs appoint an interim/temporary or permanent faculty member to maintain continuous compliance.</li> <li>• The accrediting body and EPAS does <u>not</u> address licensing of social work faculty. Such criteria are beyond programmatic accreditation and at the discretion of the program.</li> </ul>



COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS & DEFINITIONS
<p>accredited program and a doctoral degree.</p>	<ul style="list-style-type: none"> <li>○ The remaining 49% or less of their appointment can be dedicated to: <ul style="list-style-type: none"> <li>▪ Teaching, administration, research, service, or other faculty workload policy roles in the baccalaureate or doctorate-level social work programs</li> <li>▪ Duties beyond social work</li> </ul> </li> <li>• This is <u>not</u> a full-time equivalency (FTE) calculation. <ul style="list-style-type: none"> <li>○ This requirement <u>cannot</u> be distributed across multiple part-time faculty members.</li> </ul> </li> <li>• State the total number of full-time faculty whose principal assignment is to the master’s program. <ul style="list-style-type: none"> <li>○ Of those faculty, identify the number that have a master’s degree in social work from a CSWE-accredited program and a doctoral degree.</li> <li>○ State that the majority (51% or more) of the identified faculty meet the requirements of this standard.</li> </ul> </li> <li>• The identified faculty must have either a: <ul style="list-style-type: none"> <li>○ CSWE-accredited degree,</li> <li>○ CASWE-accredited degree (from the Canadian social work accreditor, recognized through an <a href="#">MOU</a> with CSWE and CASWE), <u>or</u></li> <li>○ An internationally earned <a href="#">ISWDRES</a>-evaluated degree. <ul style="list-style-type: none"> <li>▪ If faculty members relevant to this standard have an internationally earned degree, submit a copy of the ISWDRES evaluation letter in accreditation documents.</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Accredited programs may be eligible to apply/request a waiver for certain components of this standard. <ul style="list-style-type: none"> <li>○ Waiver approvals are <u>not</u> guaranteed.</li> <li>○ Learn more in policy <i>4.5 Waivers to Accreditation Standards</i> in the <a href="#">Accreditation Policy Handbook</a>.</li> <li>○ If the program was granted waiver(s) relevant to this standard, submit a copy of the BOA-issued waiver approval letter in accreditation documents.</li> </ul> </li> <li>• Use subheadings to clearly address each component of the standard.</li> </ul> <hr/> <p><b><a href="#">Candidate Programs</a></b> / <i>AS M4.2.1 is reviewed for:</i></p> <ul style="list-style-type: none"> <li>• Approval at Benchmark 1 (2 Faculty)</li> <li>• Approval at Benchmark 2 (3 Faculty)</li> <li>• Compliance at Benchmark 3 (4 Faculty)</li> </ul> <ul style="list-style-type: none"> <li>• <i>To approve the draft Benchmark 1 document and enter Pre-candidacy:</i> Programs must have <b>two (2)</b> full-time principally assigned master’s program faculty formally hired, with a start date no later than 30-days before the visit date (i.e., when the Benchmark document is sent to the visitor and program’s accreditation specialist).</li> <li>• <i>For Benchmark 1:</i> Programs must have <b>two (2)</b> full-time principally assigned master’s program faculty actively working within the program 30-days before the visit date (i.e., when the Benchmark document is sent to the visitor and program’s accreditation specialist) even if students are not enrolled or the program is not fully operational.</li> </ul>



COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS & DEFINITIONS
	<ul style="list-style-type: none"> <li>• While a doctoral degree in social work is preferred, a doctoral degree may be in any discipline. <ul style="list-style-type: none"> <li>○ Faculty holding a professional law degree (i.e., juris doctor/JD) <u>can</u> be counted in the majority.</li> <li>○ Faculty designated as “All But Dissertation” (ABD) have not earned a doctoral degree and <u>cannot</u> be counted in the majority.</li> </ul> </li> <li>• Program directors and field directors can be identified as full-time faculty in response to this standard whether they are on a faculty, administrative, or staff line.</li> <li>• Identified full-time faculty can be any rank or title (e.g., tenured, tenure track, non-tenure track, clinical professor, visiting professor, adjunct).</li> <li>• Full-time administrative support staff who also teach are <u>not</u> considered full-time faculty and <u>cannot</u> be identified as in response to this standard.</li> <li>• Faculty information must be consistent on both the required <i>Form AS 4.2.1</i> and <i>Faculty Data Forms</i>.</li> <li>• Overload appointments are reviewed on a case-by-case basis. <ul style="list-style-type: none"> <li>○ In narrative format, describe any overload appointments for the identified faculty.</li> <li>○ Explain appointment sufficiency for the identified faculty.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <i>For Benchmark 2:</i> Programs must have <b>three (3)</b> full-time principally assigned master’s program faculty actively working within the program 30-days before the visit date (i.e., when the Benchmark document is sent to the visitor and program’s accreditation specialist). Students must be enrolled and the program fully operational by Benchmark 2.</li> <li>• <i>For Benchmark 3:</i> <ul style="list-style-type: none"> <li>○ Programs must have <b>four (4)</b> full-time principally assigned master’s program faculty actively working within the program 30-days before the visit date (i.e., when the Benchmark document is sent to the visitor and program’s accreditation specialist).</li> <li>○ Additionally, the majority of full-time faculty must meet the credential requirements 30-days before the visit date (i.e., when the Benchmark document is sent to the visitor and program’s accreditation specialist). This is <u>not</u> a requirement for Benchmark 1 nor Benchmark 2.</li> </ul> </li> </ul>
<p>d. The program includes faculty for all program options.</p>	<ul style="list-style-type: none"> <li>• Explicitly address each program option.</li> <li>• The minimum faculty requirement applies to the entire master’s program. <ul style="list-style-type: none"> <li>○ It is <u>not</u> expected that each program option has the minimum number of faculty per this standard.</li> </ul> </li> </ul>	

**Accreditation Standard 4.2.2:** Faculty who teach social work practice courses have a master’s degree in social work from a CSWE-accredited program and at least two years of post-master’s social work degree practice experience in social work.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
<p>a. The program identifies its social work practice courses.</p>	<ul style="list-style-type: none"> <li>• List the program’s social work practice courses, including:               <ul style="list-style-type: none"> <li>○ Course number</li> <li>○ Course title</li> </ul> </li> <li>• Programs define and classify practice courses.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Definitions:</b> <ul style="list-style-type: none"> <li>○ <a href="#">Faculty</a></li> <li>○ <a href="#">Post-master’s Social Work Degree Practice Experience</a></li> </ul> </li> </ul>
<p>b. The program identifies the faculty who teach each social work practice course and affirms that they have the requisite experience and credentials.</p>	<ul style="list-style-type: none"> <li>• List the names of faculty who teach social work practice courses.</li> <li>• State whether each faculty member has a master’s degree in social work from a CSWE-accredited program and at least two (2) years of post-master’s social work degree practice experience in social work.</li> <li>• Faculty information must be consistent on both the required <i>Form AS 4.2.1</i> and <i>Faculty Data Forms</i>.</li> <li>• The identified faculty must have either a:               <ul style="list-style-type: none"> <li>○ CSWE-accredited degree,</li> <li>○ CASWE-accredited degree (from the Canadian social work accreditor, recognized through an <a href="#">MOU</a> with CSWE and CASWE), <u>or</u></li> <li>○ An internationally earned <a href="#">ISWDRES</a>-evaluated degree.                   <ul style="list-style-type: none"> <li>▪ If faculty members relevant to this standard have an internationally earned degree, submit a copy of the ISWDRES evaluation letter in accreditation documents.</li> </ul> </li> </ul> </li> <li>• <i>For non-practice courses:</i> The EPAS does <u>not</u> have required qualifications to teach non-practice courses.</li> <li>• Programs determine the faculty members qualifications necessary to teach that course/content.</li> </ul>	<ul style="list-style-type: none"> <li>• Document post-master’s degree practice experience on <i>Faculty Data Forms</i>.               <ul style="list-style-type: none"> <li>○ Programs determine which faculty experiences are aligned with the EPAS definition.</li> <li>○ Accreditation staff <u>cannot</u> evaluate nor determine if specific faculty experience(s) count towards the 2-year minimum.</li> <li>○ Calculate the total hours of full-time/equivalent post-degree practice experience.</li> <li>○ Social work practice experience can be earned anytime post-master’s degree in an individual’s career.</li> </ul> </li> <li>• Examples of practice courses:               <ul style="list-style-type: none"> <li>○ Field education courses</li> <li>○ Courses with the term "practice" in the title (e.g., practice with individuals and families, practice with organizations and communities)</li> <li>○ Courses focused on any stage of intervention with client, constituent, and community systems</li> <li>○ Courses in which most of the curriculum/content provides experiential opportunities for students to develop and test their skills to prepare them for</li> </ul> </li> </ul>

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
c. The program includes faculty and practice courses for all program options.	<ul style="list-style-type: none"> <li>Explicitly address each program option.</li> </ul>	<p>competent, safe, and ethical post-degree practice (e.g., therapeutic relationship skills, macro practice lab)</p> <ul style="list-style-type: none"> <li>Consider courses in which the content is primarily theoretical or based on academic achievement may <u>not</u> be framed as a practice course versus courses that are intentionally focused on practicing/building professional competency capacity.</li> <li>Accredited programs may be eligible to apply/request a waiver for certain components of this standard. <ul style="list-style-type: none"> <li>Waiver approvals are <u>not</u> guaranteed.</li> <li>Learn more in policy <i>4.5 Waivers to Accreditation Standards</i> in the <a href="#">Accreditation Policy Handbook</a>.</li> <li>If the program was granted waiver(s) relevant to this standard, submit a copy of the BOA-issued waiver approval letter in accreditation documents.</li> </ul> </li> <li>Use subheadings to clearly address each component of the standard.</li> </ul> <hr/> <p><b><u>Candidate Programs</u></b> / AS 4.2.2 is reviewed for:</p> <ul style="list-style-type: none"> <li>Draft at Benchmark 1 &amp; 2</li> <li>Compliance at Benchmark 2</li> </ul>

**Accreditation Standard B4.2.3:** Inclusive of all program options, the baccalaureate program has a full-time equivalent faculty-to-student ratio not greater than 1:25. For programs that do not meet the 1:25 faculty-to-student ratio, the program has evidence to demonstrate achievement of student competence [AS 5.0.1(b)] and program outcomes (AS 5.0.3).

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
a. The program provides its full-time equivalent faculty-to-student ratio.	<ul style="list-style-type: none"> <li>• The purpose of the ratio is to ensure programs maintain sufficient trained social work faculty to educate and prepare students for competent professional practice.</li> <li>• Provide one (1) numerical ratio (:#:#).</li> <li>• The ratio must be current at the time of submission.               <ul style="list-style-type: none"> <li>○ Programs can elect to calculate their ratio per academic year, or per term.</li> <li>○ At minimum, the ratio must include the current term upon submission of the accreditation document.</li> <li>○ If accreditation documents are submitted when the program is not operating (e.g., summer), provide the ratio for the next academic year or term.</li> </ul> </li> <li>• Baccalaureate programs must document a ratio of 1:25 or lower, unless the program provides evidence demonstrating achievement of student competence [AS 5.0.1(b)] and program outcomes (AS 5.0.3) per compliance statement “c”.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Definitions:</b> <ul style="list-style-type: none"> <li>○ <a href="#">Faculty</a></li> <li>○ <a href="#">Full-time Equivalent (FTE)</a></li> </ul> </li> <li>• The purpose of the ratio is <u>not</u> to serve as a required nor recommended class size.               <ul style="list-style-type: none"> <li>○ Class enrollment can be any size.</li> </ul> </li> <li>• Example formulas and calculations using the institution’s faculty workload policy:               <ul style="list-style-type: none"> <li>○ Consider including all faculty workload policy roles in the calculation (e.g., teaching, administration, research, service, advising).</li> <li>○ If the full-time teaching workload is six (6) courses per academic year, then each course taught by a part-time faculty member constitutes 1/6 (0.17) FTE.</li> <li>○ If a faculty member has a 75% (0.75 FTE) baccalaureate teaching appointment and 25% (0.25 FTE) baccalaureate administrative appointment, then they have 100% (1.0 FTE) assigned to the baccalaureate program.</li> <li>○ If a faculty member has a 50% (0.50 FTE) baccalaureate teaching appointment and 50% (0.50 FTE) master’s teaching appointment, then they have 50% (0.50 FTE) assigned to the baccalaureate program and 50% (0.50 FTE) assigned to the master’s program.</li> <li>○ If a faculty member has a 25% (0.25 FTE) baccalaureate teaching appointment, 35% (0.35 FTE) baccalaureate administrative appointment, and 40% (0.40 FTE)</li> </ul> </li> </ul>
b. The program describes how this ratio is calculated.	<ul style="list-style-type: none"> <li>• Explain step-by-step how the ratio is calculated.</li> <li>• Provide the formula.               <ul style="list-style-type: none"> <li>○ Programs have autonomy to determine the formula.</li> <li>○ There is no specific formula required by the EPAS or BOA.</li> </ul> </li> <li>• Show the calculation/math.               <ul style="list-style-type: none"> <li>○ Programs have autonomy to determine the calculation.</li> <li>○ There is no specific calculation required by the EPAS or BOA.</li> </ul> </li> <li>• Include faculty in the ratio calculation:               <ul style="list-style-type: none"> <li>○ Full-time faculty must be included.</li> </ul> </li> </ul>	

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
	<ul style="list-style-type: none"> <li>○ While <u>not</u> required, programs can elect to include part-time faculty.</li> <li>○ Individuals on a faculty line or designated as faculty can be included.</li> <li>○ Program and field directors can be included in the ratio whether they are on a faculty, administrative, or staff line. <ul style="list-style-type: none"> <li>▪ Program directors [AS B/M 4.3.4(c)] and field directors [AS B/M 4.3.5(c)] can count their administrative assigned time in the calculation.</li> </ul> </li> <li>○ Overload appointments are reviewed on a case-by-case basis. <ul style="list-style-type: none"> <li>▪ In narrative format, describe any overload appointments for the identified faculty.</li> <li>▪ Explain appointment sufficiency for the identified faculty.</li> </ul> </li> <li>○ Staff, teaching assistants, graduate student assistants, research assistants, doctoral students, and field instructors <u>cannot</u> be included in the ratio calculation <i>unless</i> they are on a faculty line or designated as faculty.</li> <li>● Include students in the ratio calculation: <ul style="list-style-type: none"> <li>○ Full-time and part-time students <u>must</u> be included.</li> <li>○ Students formally admitted to the social work program must be included.</li> <li>○ While <u>not</u> required, programs can elect to include students that are pursuing admittance yet have not been formally</li> </ul> </li> </ul>	<p>master’s advising appointment, then they have 60% (0.60 FTE) assigned to the baccalaureate program and 40% (0.40 FTE) assigned to the master’s program.</p> <ul style="list-style-type: none"> <li>● Example formula and calculation using the student’s credit hour policy: <ul style="list-style-type: none"> <li>○ If full-time credit hour enrollment is twelve (12) per term, a student taking six (6) credit hours per term constitutes 1/2 (0.5) FTE.</li> </ul> </li> <li>● Part-time faculty is broadly defined and varies across institutions, this may include adjunct, lecturers, or other ranks/titles.</li> <li>● If ratio is higher than 1:25: <ul style="list-style-type: none"> <li>○ Consider inserting all relevant data into a table or citing the page number of the relevant standards [AS 5.0.1(b) &amp; AS 5.0.3] to review complete data sets.</li> <li>○ Programs may include information about program context and student experience to explain the rationale and sufficiency of a higher ratio, in addition to data-based evidence required.</li> </ul> </li> <li>● When a faculty member is on a temporary leave of absence (e.g., sabbatical, medical leave) during an accreditation review process, programs typically include the faculty member in the accreditation document and describe the situation, including any interim coverage. <ul style="list-style-type: none"> <li>○ In such cases, programs must document current compliance with the relevant standards.</li> </ul> </li> </ul>

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
	<p>admitted to the social work program (e.g., declared majors, pre-majors).</p> <ul style="list-style-type: none"> <li>○ Non-social work students enrolled in social work courses (e.g., interprofessional education, other social sciences) must <u>not</u> be included in the ratio calculation.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider including all students for whom the social work program is primarily responsible for their education (e.g., courses, advising, services).</li> <li>• Use subheadings to clearly address each component of the standard.</li> </ul>
<p>c. For programs that do not meet the 1:25 faculty-to-student ratio, the program provides evidence demonstrating achievement of student competence [AS 5.0.1(b)] and program outcomes (AS 5.0.3).</p>	<ul style="list-style-type: none"> <li>• Explicitly state whether the ratio above 1:25.</li> <li>• When a ratio higher than 1:25 is documented, provide both of the following to demonstrate the program meets program-identified benchmarks with a higher ratio: <ul style="list-style-type: none"> <li>○ Evidence that students achieve competence of all nine social work competencies (and any additional competencies added by the program) [AS 5.0.1(b)].</li> <li>○ Evidence that the program achieves all its program outcomes (AS 5.0.3).</li> </ul> </li> <li>• Evidence must include clear and explicit linkages to the data provided in AS 5.0.1(b) and AS 5.0.3.</li> <li>• Provide a rationale for a ratio higher than 1:25.</li> <li>• Describe whether the ratio is sufficient. <ul style="list-style-type: none"> <li>○ Make an explicit statement/professional judgment about the sufficiency of the program’s ratio.</li> <li>○ If the ratio is insufficient, address this in the narrative.</li> </ul> </li> </ul>	<p><u>Candidate Programs</u> / AS B4.2.3 is reviewed for:</p> <ul style="list-style-type: none"> <li>• Draft at Benchmark 1 &amp; 2</li> <li>• Compliance at Benchmark 3</li> </ul>
<p>d. The program’s calculation is inclusive of all program options.</p>	<ul style="list-style-type: none"> <li>• The formula and calculation must be inclusive of all program options.</li> <li>• Do <u>not</u> provide separate formulas and calculations for each program option.</li> <li>• Do <u>not</u> provide multiple ratios.</li> </ul>	

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
	<ul style="list-style-type: none"> <li>Do <u>not</u> provide separate ratios for each program option.</li> </ul>	

**Accreditation Standard M4.2.3:** Inclusive of all program options, the master’s program has a full-time equivalent faculty-to-student ratio not greater than 1:12. For programs that do not meet the 1:12 faculty-to-student ratio, the program has evidence to demonstrate achievement of student competence [AS 5.0.1(b)] and program outcomes (AS 5.0.3).

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
<p>a. The program provides its full-time equivalent faculty-to-student ratio.</p>	<ul style="list-style-type: none"> <li>The purpose of the ratio is to ensure programs maintain sufficient trained social work faculty to educate and prepare students for competent professional practice.</li> <li>Provide one (1) numerical ratio (#:#).</li> <li>The ratio must be current at the time of submission. <ul style="list-style-type: none"> <li>Programs can elect to calculate their ratio per academic year, or per term.</li> <li>At minimum, the ratio must include the current term upon submission of the accreditation document.</li> <li>If accreditation documents are submitted when the program is not operating (e.g., summer), provide the ratio for the next academic year or term.</li> </ul> </li> <li>Master’s programs must document a ratio of 1:12 or lower, unless the program provides evidence demonstrating achievement of student competence [AS 5.0.1(b)] and program outcomes (AS 5.0.3) per compliance statement “c”.</li> </ul>	<ul style="list-style-type: none"> <li><b>Definitions:</b> <ul style="list-style-type: none"> <li><a href="#">Faculty</a></li> <li><a href="#">Full-time equivalent (FTE)</a></li> </ul> </li> <li>The purpose of the ratio is <u>not</u> to serve as a required nor recommended class size. <ul style="list-style-type: none"> <li>Class enrollment can be any size.</li> </ul> </li> <li>Example formulas and calculations using the institution’s faculty workload policy: <ul style="list-style-type: none"> <li>Consider including all faculty workload policy roles in the calculation (e.g., teaching, administration, research, service, advising).</li> <li>If the full-time teaching workload is six (6) courses per academic year, then each course taught by a part-time faculty member constitutes 1/6 (0.17) FTE.</li> <li>If a faculty member has a 50% (0.50 FTE) master’s teaching appointment, 25% (0.25 FTE) master’s advising appointment, and 25% (0.25 FTE) master’s research appointment, then they have 100% (1.0 FTE) assigned to the master’s program.</li> </ul> </li> </ul>
<p>b. The program describes how this ratio is calculated.</p>	<ul style="list-style-type: none"> <li>Explain step-by-step how the ratio is calculated.</li> <li>Provide the formula.</li> </ul>	



COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
	<ul style="list-style-type: none"> <li>○ Programs have autonomy to determine the formula.</li> <li>○ There is no specific formula required by the EPAS or BOA.</li> <li>• Show the calculation/math. <ul style="list-style-type: none"> <li>○ Programs have autonomy to determine the calculation.</li> <li>○ There is no specific calculation required by the EPAS or BOA.</li> </ul> </li> <li>• Include faculty in the ratio calculation: <ul style="list-style-type: none"> <li>○ Full-time faculty must be included.</li> <li>○ While <u>not</u> required, programs can elect to include part-time faculty.</li> <li>○ Individuals on a faculty line or designated as faculty can be included.</li> <li>○ Program and field directors can be included in the ratio whether they are on a faculty, administrative, or staff line. <ul style="list-style-type: none"> <li>▪ Program directors [AS B/M 4.3.4(c)] and field directors [AS B/M 4.3.5(c)] can count their administrative assigned time in the calculation.</li> </ul> </li> <li>○ Overload appointments are reviewed on a case-by-case basis. <ul style="list-style-type: none"> <li>▪ In narrative format, describe any overload appointments for the identified faculty.</li> <li>▪ Explain appointment sufficiency for the identified faculty.</li> </ul> </li> <li>○ Staff, teaching assistants, graduate student assistants, research assistants, doctoral students, and field instructors <u>cannot</u> be included in the ratio calculation <i>unless</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ If a faculty member has a 50% (0.50 FTE) baccalaureate teaching appointment and 50% (0.50 FTE) master’s teaching appointment, then they have 50% (0.50 FTE) assigned to the baccalaureate program and 50% (0.50 FTE) assigned to the master’s program.</li> <li>○ If a faculty member has a 25% (0.25 FTE) baccalaureate teaching appointment, 35% (0.35 FTE) baccalaureate administrative appointment, and 40% (0.40 FTE) master’s advising appointment, then they have 60% (0.60 FTE) assigned to the baccalaureate program and 40% (0.40 FTE) assigned to the master’s program.</li> <li>• Example formula and calculation using the student’s credit hour policy: <ul style="list-style-type: none"> <li>○ If full-time credit hour enrollment is twelve (12) per term, a student taking six (6) credit hours per term constitutes 1/2 (0.5) FTE.</li> </ul> </li> <li>• Part-time faculty is broadly defined and varies across institutions, this may include adjunct, lecturers, or other ranks/titles.</li> <li>• If ratio is higher than 1:12: <ul style="list-style-type: none"> <li>○ Consider inserting all relevant data into a table or citing the page number of the relevant standards [AS 5.0.1(b) &amp; AS 5.0.3] to review complete data sets.</li> <li>○ Programs may include information about program context and student experience to explain the rationale and sufficiency of a higher ratio, in addition to data-based evidence required.</li> </ul> </li> </ul>



COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
	<p>they are on a faculty line or designated as faculty.</p> <ul style="list-style-type: none"> <li>• Include students in the ratio calculation: <ul style="list-style-type: none"> <li>○ Full-time and part-time students <u>must</u> be included.</li> <li>○ Students formally admitted to the social work program must be included.</li> <li>○ While <u>not</u> required, programs can elect to include students that are pursuing admittance yet have not been formally admitted to the social work program (e.g., declared majors, pre-majors).</li> <li>○ Non-social work students enrolled in social work courses (e.g., interprofessional education, other social sciences) must <u>not</u> be included in the ratio calculation.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• When a faculty member is on a temporary leave of absence (e.g., sabbatical, medical leave) during an accreditation review process, programs typically include the faculty member in the accreditation document and describe the situation, including any interim coverage. <ul style="list-style-type: none"> <li>○ In such cases, programs must document current compliance with the relevant standards.</li> </ul> </li> <li>• Consider including all students for whom the social work program is primarily responsible for their education (e.g., courses, advising, services).</li> <li>• Use subheadings to clearly address each component of the standard.</li> </ul>
<p>c. For programs that do not meet the 1:12 faculty-to-student ratio, the program provides evidence demonstrating achievement of student competence [AS 5.0.1(b)] and program outcomes (AS 5.0.3).</p>	<ul style="list-style-type: none"> <li>• Explicitly state whether the ratio above 1:12.</li> <li>• When a ratio higher than 1:12 is documented, provide both of the following to demonstrate the program meets program-identified benchmarks with a higher ratio: <ul style="list-style-type: none"> <li>○ Evidence that students achieve competence of all nine social work competencies (and any additional competencies added by the program) [AS 5.0.1(b)].</li> <li>○ Evidence that the program achieves all its program outcomes (AS 5.0.3).</li> </ul> </li> <li>• Evidence must include clear and explicit linkages to the data provided in AS 5.0.1(b) and AS 5.0.3.</li> <li>• Provide a rationale for a ratio higher than 1:12.</li> <li>• Describe whether the ratio is sufficient.</li> </ul>	<hr/> <p><b>Candidate Programs</b> / AS M4.2.3 is reviewed for:</p> <ul style="list-style-type: none"> <li>• Draft at Benchmark 1 &amp; 2</li> <li>• Compliance at Benchmark 3</li> </ul>

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
	<ul style="list-style-type: none"> <li>○ Make an explicit statement/professional judgment about the sufficiency of the program's ratio.</li> <li>○ If the ratio is insufficient, address this in the narrative.</li> </ul>	
<p>d. The program's calculation is inclusive of all program options.</p>	<ul style="list-style-type: none"> <li>• The formula and calculation must be inclusive of all program options.</li> <li>• Do <u>not</u> provide separate formulas and calculations for each program option.</li> <li>• Do <u>not</u> provide multiple ratios.</li> <li>• Do <u>not</u> provide separate ratios for each program option.</li> </ul>	

## Educational Policy 4.3 — Administrative and Governance Structure

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

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

### Accreditation Standard 4.3 — Administrative and Governance Structure

**Accreditation Standard 4.3.1:** The program has the necessary autonomy to achieve its mission.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
a. The program provides an organizational chart of its administrative structure.	<ul style="list-style-type: none"> <li>• Provide the program-level organizational chart showing the administrative structure.                             <ul style="list-style-type: none"> <li>○ This is <u>not</u> a departmental, school, or institutional-level organizational chart.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The personnel included on the program-level organizational chart varies based on how the program is situated within the institution. The chart may include faculty, staff, and administrators at the:                             <ul style="list-style-type: none"> <li>○ Program-level (baccalaureate or master’s)</li> <li>○ Department- or school-level</li> <li>○ Multi-disciplinary units</li> </ul> </li> <li>• Prompts:                             <ul style="list-style-type: none"> <li>○ Consider describing the program’s location in the institutional authority structure in comparison to other professional degree-granting programs.</li> <li>○ To what extent is the social work program’s locus in the hierarchy similar to nursing, physical therapy, psychology, etc.?</li> <li>○ How are decisions made?</li> </ul> </li> </ul>
b. The program describes how it has the necessary autonomy to achieve its mission.	<ul style="list-style-type: none"> <li>• Discuss the program’s autonomy.                             <ul style="list-style-type: none"> <li>○ “Autonomy” is a relative term defined by the program.</li> </ul> </li> <li>• Provide two (2) or more examples of how the program’s administrative structure provides the necessary autonomy to achieve its mission.                             <ul style="list-style-type: none"> <li>○ Linkages must be clear and explicit.</li> <li>○ Make an explicit statement/professional judgment about the program’s autonomy to actualize its mission.                                     <ul style="list-style-type: none"> <li>▪ If autonomy is insufficient, address this in the narrative.</li> </ul> </li> </ul> </li> </ul>	

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
c. The program addresses all program options.	<ul style="list-style-type: none"> <li>Explicitly address each program option.</li> </ul>	<ul style="list-style-type: none"> <li>What is the program’s role in the decision-making process?</li> <li>Does the program have sufficient latitude to effectively implement its mission and goals?</li> <li>Consider discussing the program’s authority, accountability structure, and autonomy.</li> <li>Does the program have sufficient latitude to effectively implement its mission and goals?</li> <li>Example autonomy statements: <ul style="list-style-type: none"> <li>“The program verifies that its administrative structure allows the program the necessary autonomy to achieve the program’s mission and goals.”</li> <li>“The program finds its administrative structure does not allow the program the necessary autonomy to achieve the program’s mission and goals.”</li> </ul> </li> <li>Use subheadings to clearly address each component of the standard.</li> </ul> <hr/> <p><b>Candidate Programs</b> / AS 4.3.1 is reviewed for:</p> <ul style="list-style-type: none"> <li>Draft at Benchmark 1 &amp; 2</li> <li>Compliance at Benchmark 3</li> </ul>

**Accreditation Standard 4.3.2:** The social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards (EPAS).

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
a. The program describes how the social work faculty has responsibility	<ul style="list-style-type: none"> <li>Describe how the social work curriculum is developed, reviewed, and approved: <ul style="list-style-type: none"> <li>At the program-level</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>Definitions:</b> <ul style="list-style-type: none"> <li><a href="#">Curriculum</a></li> <li><a href="#">Faculty</a></li> </ul> </li> </ul>

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
for defining program curriculum consistent with the EPAS.	<ul style="list-style-type: none"> <li>○ Within the larger institution</li> <li>● Describe how the social work faculty take responsibility for ensuring the curriculum is consistent with the EPAS.</li> </ul>	<ul style="list-style-type: none"> <li>● Prompts:               <ul style="list-style-type: none"> <li>○ What are the roles and responsibilities of social work faculty in the curriculum development process?</li> <li>○ Does the program have sufficient latitude to effectively implement the EPAS?</li> </ul> </li> <li>● Use subheadings to clearly address each component of the standard.</li> </ul> <hr/> <p><b>Candidate Programs</b> / AS 4.3.2 is reviewed for:</p> <ul style="list-style-type: none"> <li>● Draft at Benchmark 1 &amp; 2</li> <li>● Compliance at Benchmark 3</li> </ul>
b. The program addresses all program options.	<ul style="list-style-type: none"> <li>● Explicitly address each program option.</li> </ul>	

**Accreditation Standard 4.3.3:** The program’s administration and faculty participate in formulating and implementing equitable and inclusive policies and/or practices for the recruitment and hiring, retention, promotion, and if applicable, tenure of program personnel.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
a. The program describes how the administration and faculty participate in formulating and implementing equitable and inclusive policies and/or practices for the:	<ul style="list-style-type: none"> <li>● Describe how social work faculty participate in <i>formulating</i> policies and/or practices that govern the faculty personnel processes:               <ul style="list-style-type: none"> <li>○ At the program-level</li> <li>○ Within the larger institution</li> </ul> </li> <li>● Describe how social work faculty participate in <i>implementing</i> policies and/or practices that govern the faculty personnel processes:               <ul style="list-style-type: none"> <li>○ At the program-level</li> <li>○ Within the larger institution</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <b>Definitions:</b> <ul style="list-style-type: none"> <li>○ <a href="#">Equity</a></li> <li>○ <a href="#">Faculty</a></li> <li>○ <a href="#">Inclusion</a></li> <li>○ <a href="#">Retention</a></li> </ul> </li> <li>● <i>Focus of this standard:</i> How social work program faculty and administrators have a voice within the institution, typically through shared faculty governance models, committee work, or chain of command, to impact faculty-related policies.</li> </ul>

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
i. recruitment and hiring of program personnel;	<ul style="list-style-type: none"> <li>Describe how administration and faculty participate in <i>formulating</i> and <i>implementing</i> equitable and inclusive policies and/or practices for:               <ul style="list-style-type: none"> <li><i>Recruitment of program personnel</i></li> <li><i>Hiring of program personnel</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Prompts for:               <ul style="list-style-type: none"> <li><i>Formulating</i>: How do faculty participate in governance processes by creating and stewarding the personnel-related policies?</li> <li><i>Implementing</i>: How are faculty involved in verifying faculty-related processes are executed? Is there accountability to ensure that faculty have a voice in governance and personnel processes?</li> </ul> </li> <li>Retention:               <ul style="list-style-type: none"> <li><i>Prompt</i>: Does the program or institution have a strategy, plan, or policy for retaining talented faculty and avoiding turnover?</li> <li><i>Examples</i>: Annual review process, recognizing and rewarding faculty, showing appreciation, providing competitive pay, benefits, healthy-work-life balance, etc.</li> </ul> </li> <li>Consider citing the location of the written policies, including:               <ul style="list-style-type: none"> <li>Name of documents, manuals, handbooks, syllabi, platforms, and/or websites</li> <li>Page numbers (if applicable)</li> </ul> </li> <li>Use subheadings to clearly address each component of the standard.</li> </ul> <hr/> <p><b><u>Candidate Programs</u></b> / AS 4.3.3 is reviewed for:</p> <ul style="list-style-type: none"> <li>Draft at Benchmark 1 &amp; 2</li> <li>Compliance at Benchmark 3</li> </ul>
ii. retention of program personnel;	<ul style="list-style-type: none"> <li>Describe how administration and faculty participate in <i>formulating</i> and <i>implementing</i> equitable and inclusive policies and/or practices for <i>retention of program personnel</i>.</li> </ul>	
iii. promotion of program personnel; and	<ul style="list-style-type: none"> <li>Describe how administration and faculty participate in <i>formulating</i> and <i>implementing</i> equitable and inclusive policies and/or practices for <i>promotion of program personnel</i>.</li> </ul>	
iv. tenure of program personnel (if applicable).	<ul style="list-style-type: none"> <li>Describe how administration and faculty participate in <i>formulating</i> and <i>implementing</i> equitable and inclusive policies and/or practices for <i>tenure of program personnel</i>.</li> <li>Explicitly state whether the program has a tenure system.</li> </ul>	
b. The program addresses all program options.	<ul style="list-style-type: none"> <li>Explicitly address each program option.</li> </ul>	

**Accreditation Standard 4.3.4(a):** The program has a program director who administers all program options. The program director has a full-time appointment to social work, with a principal assignment to the program they administer. Institutions with accredited baccalaureate and master’s social work programs have a separate director appointed for each program.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
<p>a. The program identifies the program director who administers all program options.</p>	<ul style="list-style-type: none"> <li>• Identify one (1) program director. <ul style="list-style-type: none"> <li>○ Do <u>not</u> discuss other personnel in response to <b>AS B/M4.3.4(a-c)</b>.</li> <li>○ <i>Exception:</i> Collaborative programs may identify either one single program director representing all institutions; or one program director per institution.</li> </ul> </li> <li>• The program director may also fulfill the field director role, if there is sufficient assigned time for both roles per <b>AS B/M4.3.4(c)</b> and <b>AS B/M4.3.5(c)</b>.</li> <li>• The program director can be on a faculty, administrative, staff, or other line.</li> <li>• It is within the program's purview to determine the title that aligns with institutional norms for this position. This applies to all references of "program director."</li> <li>• The program director must have administrative oversight over the program in its entirety, inclusive of all program options. <ul style="list-style-type: none"> <li>○ Programs may elect to appoint additional program option-specific personnel such as coordinators, associate directors, etc. <ul style="list-style-type: none"> <li>▪ In such cases, additional personnel <u>cannot</u> be included in response to <b>AS B/M4.3.4(a-c)</b>.</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• When the program director is on a temporary leave of absence (e.g., sabbatical, medical leave) during an accreditation review process, programs typically include the faculty member in the accreditation document and describe the situation, including any interim coverage. <ul style="list-style-type: none"> <li>○ In such cases, programs must document current compliance with the relevant standards.</li> </ul> </li> <li>• When the program director position becomes vacant, programs appoint an interim/temporary or permanent program director to maintain continuous compliance.</li> <li>• Use subheadings to clearly address each component of the standard.</li> </ul> <hr/> <p><b>Candidate Programs</b> / <i>AS 4.3.4(a) is reviewed for:</i></p> <ul style="list-style-type: none"> <li>• Approval at Benchmark 1 &amp; 2</li> <li>• Compliance at Benchmark 3</li> </ul> <ul style="list-style-type: none"> <li>• <i>To approve the draft Benchmark 1 document and enter Pre-candidacy:</i> Programs must have a program director formally hired, with a start date no later than 30-days before the visit date (i.e., when the Benchmark document is sent to the visitor and program's accreditation specialist).</li> <li>• <i>For Benchmark 1:</i> Programs must have a program director actively working within the program 30-days before the visit date (i.e., when the Benchmark document is sent to the visitor and program's accreditation specialist) even if students are not enrolled or the program is not fully operational.</li> </ul>
<p>b. The program provides documentation that the program director has a full-time appointment to social work, with a principal assignment to the program they administer.</p>	<ul style="list-style-type: none"> <li>• Include documentation. <ul style="list-style-type: none"> <li>○ A memo on letterhead, contract, or hiring letter.</li> <li>○ Explicitly state the program director has a full-time appointment to the social work program they administer, or social work overall.</li> </ul> </li> </ul>	

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
	<ul style="list-style-type: none"> <li>○ Explicitly state that the program director has at least 51% or more of their appointment solely dedicated to the program they administer.</li> <li>○ Explicitly state that the program director administers all program options.</li> <li>○ Feature a signature from a supervisor or administrator (i.e., dean, director, chair, provost, president, or human resources).</li> <li>● An email is insufficient documentation.</li> <li>● Program directors may also chair inter/multidisciplinary departments.</li> </ul>	
c. Institutions with accredited baccalaureate and master’s programs identify the separate directors appointed to each program.	<ul style="list-style-type: none"> <li>● Co-located programs (institutions with both the accredited baccalaureate and master’s social work program), <u>cannot</u> identify one individual to fulfill the program director role for both program levels.</li> <li>● Explicitly state whether the program is co-located. <ul style="list-style-type: none"> <li>○ If the program is co-located, provide the name of the separately appointed program director for the other program-level.</li> </ul> </li> </ul>	

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

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
a. The program attests that the program director has a master’s degree in social work from a CSWE-accredited program.	<ul style="list-style-type: none"> <li>● Explicitly state that the program director has a master’s degree in social work from a CSWE-accredited program. <ul style="list-style-type: none"> <li>○ The program director must have either a: <ul style="list-style-type: none"> <li>▪ CSWE-accredited degree,</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Prompts for describing the program director’s leadership ability: <ul style="list-style-type: none"> <li>○ Leadership</li> <li>○ Administrative experience</li> <li>○ Relevant academic experience</li> </ul> </li> </ul>



COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
	<ul style="list-style-type: none"> <li>▪ CASWE-accredited degree (from the Canadian social work accreditor, recognized through an <a href="#">MOU</a> with CSWE and CASWE), <u>or</u></li> <li>▪ An internationally earned <a href="#">ISWDRES</a>-evaluated degree.               <ul style="list-style-type: none"> <li>• If the program director has an internationally earned degree, submit a copy of the ISWDRES evaluation letter in accreditation documents.</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>• Explicitly address each program option.</li> </ul>	<ul style="list-style-type: none"> <li>○ Teaching</li> <li>○ Scholarship</li> <li>○ Curriculum development</li> <li>○ Relevant professional social work activities</li> </ul> <ul style="list-style-type: none"> <li>• Accredited programs may be eligible to apply/request a waiver for certain components of this standard.               <ul style="list-style-type: none"> <li>○ Waiver approvals are <u>not</u> guaranteed.</li> <li>○ Learn more in policy 4.5 <i>Waivers to Accreditation Standards</i> in the <a href="#">Accreditation Policy Handbook</a>.</li> <li>○ If the program was granted waiver(s) relevant to this standard, submit a copy of the BOA-issued waiver approval letter in accreditation documents.</li> </ul> </li> </ul>
b. The program describes the program director’s ability to provide leadership to the social work program.	<ul style="list-style-type: none"> <li>• In narrative format, describe the program director’s leadership ability.</li> <li>• Explicitly address each program option.</li> </ul>	<ul style="list-style-type: none"> <li>• Use subheadings to clearly address each component of the standard.</li> </ul> <hr/> <p><a href="#">Candidate Programs</a> / <i>AS B4.3.4(b)</i> is reviewed for:</p> <ul style="list-style-type: none"> <li>• Approval at Benchmark 1 &amp; 2</li> <li>• Compliance at Benchmark 3</li> </ul>

**Accreditation Standard M4.3.4(b):** The master’s program 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. The program director has the ability to provide leadership through teaching, scholarship, curriculum development, administrative experience, and/or other academic and professional activities in social work.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
a. The program attests that the program director has a master’s degree in social	<ul style="list-style-type: none"> <li>• Explicitly state that the program director has a master’s degree in social work from a CSWE-accredited program.</li> </ul>	<ul style="list-style-type: none"> <li>• Prompts for describing the program director’s leadership ability:               <ul style="list-style-type: none"> <li>○ Leadership</li> </ul> </li> </ul>

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
work from a CSWE-accredited program.	<ul style="list-style-type: none"> <li>○ The program director must have either a: <ul style="list-style-type: none"> <li>▪ CSWE-accredited degree, CASWE-accredited degree (from the Canadian social work accreditor, recognized through an <a href="#">MOU</a> with CSWE and CASWE), <u>or</u></li> <li>▪ An internationally earned <a href="#">ISWDRES</a>-evaluated degree. <ul style="list-style-type: none"> <li>● If the program director has an internationally earned degree, submit a copy of the ISWDRES evaluation letter in accreditation documents.</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Administrative experience</li> <li>○ Relevant academic experience</li> <li>○ Teaching</li> <li>○ Scholarship</li> <li>○ Curriculum development</li> <li>○ Relevant professional social work activities</li> <li>● Accredited programs may be eligible to apply/request a waiver for certain components of this standard. <ul style="list-style-type: none"> <li>○ Waiver approvals are <u>not</u> guaranteed.</li> <li>○ Learn more in policy <i>4.5 Waivers to Accreditation Standards</i> in the <a href="#">Accreditation Policy Handbook</a>.</li> <li>○ If the program was granted waiver(s) relevant to this standard, submit a copy of the BOA-issued waiver approval letter in accreditation documents.</li> </ul> </li> <li>● Use subheadings to clearly address each component of the standard.</li> </ul> <hr/> <p><a href="#">Candidate Programs</a> / <i>AS M4.3.4(b)</i> is reviewed for:</p> <ul style="list-style-type: none"> <li>● Approval at Benchmark 1 &amp; 2</li> <li>● Compliance at Benchmark 3</li> </ul>
b. The program describes the program director’s ability to provide leadership to the social work program.	<ul style="list-style-type: none"> <li>● In narrative format, describe the program director’s leadership ability.</li> <li>● Explicitly address each program option.</li> </ul>	

**Accreditation Standard B4.3.4(c):** The baccalaureate program director has sufficient assigned time for administrative oversight of the social work program, inclusive of all program options. It is customary for the program director to have, at minimum, 25% assigned time to administer the social work program.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
<p>a. The program provides the program director’s workload.</p>	<ul style="list-style-type: none"> <li>• Identify one (1) program director. <ul style="list-style-type: none"> <li>○ Do <u>not</u> discuss other personnel in response to <b>AS B/M4.3.4(a-c)</b>.</li> <li>○ <i>Exception:</i> Collaborative programs may identify either one single program director representing all institutions; or one program director per institution. Collaboratives determine how to divide the program directors’ assigned time to meet the standard.</li> </ul> </li> <li>• Explain the program director’s workload, including: <ul style="list-style-type: none"> <li>○ Administrative duties</li> <li>○ Teaching</li> <li>○ Advising</li> <li>○ Research</li> <li>○ Service</li> <li>○ Any other faculty workload policy roles</li> </ul> </li> <li>• The program director’s workload must include administrative oversight of the program in its entirety, inclusive of all program options.</li> <li>• The program director can be on a faculty, administrative, or staff line.</li> <li>• Programs determine the formal title and rank of the program director.</li> <li>• The program director may also fulfill the field director role, if there is sufficient assigned time for both roles per <b>AS B/M4.3.4(c)</b> and <b>AS B/M4.3.5(c)</b>.</li> <li>• Baccalaureate program directors can cross-teach or have other workload policy-related responsibilities in the master’s or doctorate-level social work program(s) or outside of social work.</li> </ul>	<ul style="list-style-type: none"> <li>• Prompts for procedures for determining the program director’s assigned time: <ul style="list-style-type: none"> <li>○ What is the step-by-step process from beginning to end?</li> <li>○ Who is involved in decision-making, review, and approval of assigned time?</li> <li>○ How often is the assigned time reviewed for sufficiency?</li> <li>○ For a program director that receives 100% assigned time for administrative leadership, what is the time, percentage, and calculation based on (e.g., workload policy)?</li> </ul> </li> <li>• Examples of calculations using institutional workload policy: <ul style="list-style-type: none"> <li>○ Program director teaches a 4/4 workload and is released from one (1) course per term (equating to 25%).</li> <li>○ Program director is released from the 20% research requirement and 5% service requirement (equating to 25%).</li> </ul> </li> <li>• Example of assigned time distributed across the year: <ul style="list-style-type: none"> <li>○ 40% assigned time in the fall term + 20% assigned time in the spring = 30% overall assigned time</li> </ul> </li> <li>• In such cases, that the program director also fulfills the field director role the following assigned time is customary: <ul style="list-style-type: none"> <li>○ <i>Baccalaureate programs:</i> 25% program director assigned time + 25% field director assigned time = 50% assigned time</li> </ul> </li> </ul>

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
<p>b. The program describes the procedures for calculating the program director's assigned time to administer the baccalaureate social work program.</p>	<ul style="list-style-type: none"> <li>• Provide the procedures for calculating the program director's assigned time to administer the baccalaureate social work program.</li> <li>• Show the mathematical calculation to determine the program director's assigned time to administer the baccalaureate social work program. <ul style="list-style-type: none"> <li>○ All institutional workload policy roles (e.g., teaching, administration, research, service) can be included in the calculation.</li> <li>○ Administrative functions <u>cannot</u> include teaching responsibilities.</li> <li>○ Assigned time can be distributed across the year.</li> </ul> </li> <li>• Overload appointments are reviewed on a case-by-case basis. <ul style="list-style-type: none"> <li>○ In such cases, explain sufficiency of the program director's assigned time, including identifying if the overload appointment is temporary or permanent.</li> </ul> </li> <li>• Explicitly address each program option. <ul style="list-style-type: none"> <li>○ The assigned time is inclusive of all program options.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Consider listing the program director's administrative duties to demonstrate sufficiency. <ul style="list-style-type: none"> <li>○ The BOA and EPAS do <u>not</u> identify which administrative tasks are acceptable for program directors.</li> </ul> </li> <li>• Example sufficiency statements: <ul style="list-style-type: none"> <li>○ "The program verifies the program director's time is sufficient."</li> <li>○ "The program finds that the program director's time is insufficient."</li> </ul> </li> <li>• Use subheadings to clearly address each component of the standard.</li> </ul> <hr/> <p><b>Candidate Programs</b> / AS B4.3.4(c) is reviewed for:</p> <ul style="list-style-type: none"> <li>• Approval at Benchmark 1 &amp; 2</li> <li>• Compliance at Benchmark 3</li> </ul>
<p>c. The program provides the program director's percentage of assigned time to administer the baccalaureate social work program.</p>	<ul style="list-style-type: none"> <li>• Document a specific numerical percentage (#%).</li> </ul>	
<p>d. The program describes whether this time is sufficient to administer the social work program,</p>	<ul style="list-style-type: none"> <li>• Discuss sufficiency of the program director's assigned time to administer all program options. <ul style="list-style-type: none"> <li>○ Make an explicit statement/professional judgment about the sufficiency of the program director's assigned time.</li> </ul> </li> </ul>	

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
inclusive of all program options.	<ul style="list-style-type: none"> <li>▪ If assigned time is distributed across the year, describe sufficiency of assigned time each term the program is operating.</li> <li>▪ If assigned time is insufficient, address this in the narrative.</li> </ul> <ul style="list-style-type: none"> <li>• Explicitly address each program option.</li> </ul>	

**Accreditation Standard M4.3.4(c):** The master’s program director has sufficient assigned time for administrative oversight of the social work program, inclusive of all program options. It is customary for the program director to have, at minimum, 50% assigned time to administer the social work program.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
a. The program provides the program director’s workload.	<ul style="list-style-type: none"> <li>• Identify one (1) program director. <ul style="list-style-type: none"> <li>○ Do <u>not</u> discuss other personnel in response to <b>AS B/M4.3.4(a-c)</b>.</li> <li>○ <i>Exception:</i> Collaborative programs may identify either one single program director representing all institutions; or one program director per institution. Collaboratives determine how to divide the program directors’ assigned time to meet the standard.</li> </ul> </li> <li>• Explain the program director’s workload, including: <ul style="list-style-type: none"> <li>○ Administrative duties</li> <li>○ Teaching</li> <li>○ Advising</li> <li>○ Research</li> <li>○ Service</li> <li>○ Any other faculty workload policy roles</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Prompts for procedures for determining the program director’s assigned time: <ul style="list-style-type: none"> <li>○ What is the step-by-step process from beginning to end?</li> <li>○ Who is involved in decision-making, review, and approval of assigned time?</li> <li>○ How often is the assigned time reviewed for sufficiency?</li> <li>○ For a program director that receives 100% assigned time for administrative leadership, what is the time, percentage, and calculation based on (e.g., workload policy)?</li> </ul> </li> <li>• Examples of calculations using institutional workload policy:</li> </ul>

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
	<ul style="list-style-type: none"> <li>• The program director’s workload must include administrative oversight over the program in its entirety, inclusive of all program options.</li> <li>• The program director can be on a faculty, administrative, or staff line.</li> <li>• Programs determine the formal title and rank of the program director.</li> <li>• The program director may also fulfill the field director role, if there is sufficient assigned time for both roles per <b>AS B/M4.3.4(c)</b> and <b>AS B/M4.3.5(c)</b>.</li> <li>• Master’s program directors can cross-teach or have other workload policy-related responsibilities in the baccalaureate or doctorate-level social work program(s) or outside of social work.</li> </ul>	<ul style="list-style-type: none"> <li>○ Program director teaches a 4/4 workload and is released from two (2) courses per term (equating to 50%).</li> <li>○ Program director is released from the 20% research requirement, 5% service requirement, and one course per term (equating to 50%).</li> <li>• Example of assigned time distributed across the year: <ul style="list-style-type: none"> <li>○ 40% assigned time in the fall term + 60% assigned time in the spring = 50% overall assigned time</li> </ul> </li> <li>• In such cases, that the program director also fulfills the field director role the following assigned time is customary: <ul style="list-style-type: none"> <li>○ <i>Master’s programs</i>: 50% program director assigned time + 50% field director assigned time = 100% assigned time</li> </ul> </li> <li>• Consider listing the program director’s administrative duties to demonstrate sufficiency. <ul style="list-style-type: none"> <li>○ The BOA and EPAS do <u>not</u> identify which administrative tasks are acceptable for program directors.</li> </ul> </li> <li>• Example sufficiency statements: <ul style="list-style-type: none"> <li>○ “The program verifies the program director’s time is sufficient.”</li> <li>○ “The program finds that the program director’s time is insufficient.”</li> </ul> </li> <li>• Use subheadings to clearly address each component of the standard.</li> </ul>
<p>b. The program describes the procedures for calculating the program director’s assigned time to administer the master’s social work program.</p>	<ul style="list-style-type: none"> <li>• Provide the procedures for calculating the program director’s assigned time to administer the master’s social work program.</li> <li>• Show the mathematical calculation for to determine the program director’s assigned time to administer the master’s social work program. <ul style="list-style-type: none"> <li>○ All institutional workload policy roles (e.g., teaching, administration, research, service) can be included in the calculation.</li> <li>○ Administrative functions <u>cannot</u> include teaching responsibilities.</li> <li>○ Assigned time can be distributed across the year.</li> </ul> </li> <li>• Overload appointments are reviewed on a case-by-case basis. <ul style="list-style-type: none"> <li>○ In such cases, explain sufficiency of the program director’s assigned time, including identifying if the overload appointment is temporary or permanent.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Example sufficiency statements: <ul style="list-style-type: none"> <li>○ “The program verifies the program director’s time is sufficient.”</li> <li>○ “The program finds that the program director’s time is insufficient.”</li> </ul> </li> <li>• Use subheadings to clearly address each component of the standard.</li> </ul> <hr/> <p><b>Candidate Programs</b> / AS M4.3.4(c) is reviewed for:</p> <ul style="list-style-type: none"> <li>• Approval at Benchmark 1 &amp; 2</li> </ul>

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
	<ul style="list-style-type: none"> <li>• Explicitly address each program option.               <ul style="list-style-type: none"> <li>○ The assigned time is inclusive of all program options.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Compliance at Benchmark 3</li> </ul>
<p>c. The program provides the program director’s percentage of assigned time to administer the master’s social work program.</p>	<ul style="list-style-type: none"> <li>• Document a specific numerical percentage (#%).</li> </ul>	
<p>d. The program describes whether this time is sufficient to administer the social work program, inclusive of all program options.</p>	<ul style="list-style-type: none"> <li>• Discuss sufficiency of the program director’s assigned time to administer all program options.               <ul style="list-style-type: none"> <li>○ Make an explicit statement/professional judgment about the sufficiency of the program director’s assigned time.                   <ul style="list-style-type: none"> <li>▪ If assigned time is distributed across the year, describe sufficiency of assigned time each term the program is operating.</li> <li>▪ If assigned time is insufficient, address this in the narrative.</li> </ul> </li> </ul> </li> <li>• Explicitly address each program option.</li> </ul>	

**Accreditation Standard 4.3.5(a):** The program has a field education director who administers all program options. The field education director has a full-time appointment to social work. Institutions with accredited baccalaureate and master’s social work programs may have the same field education director appointed to both programs.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
<p>a. The program identifies the field education director,</p>	<ul style="list-style-type: none"> <li>• Identify one (1) field director.</li> </ul>	<ul style="list-style-type: none"> <li>• When the field director is on a temporary leave of absence (e.g., sabbatical, medical leave) during an</li> </ul>



COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
who administers all program options.	<ul style="list-style-type: none"> <li>○ Do <u>not</u> discuss other field personnel in response to <b>AS 4.3.5(a)</b> and <b>AS B/M4.3.5(b-c)</b>.</li> <li>○ <i>Exception:</i> Collaborative programs may identify either one single field director representing all institutions; or one field director per institution. Collaboratives determine how to divide the field directors' assigned time to meet <b>AS B/M4.3.5(c)</b>.</li> <li>● Co-located programs (institutions with both the accredited baccalaureate and master's social work program), may identify one individual to fulfill the field director role for both program levels, with sufficient assigned time for each program level.</li> <li>● The field director may also fulfill the program director role, if there is sufficient assigned time for both roles per <b>AS B/M4.3.4(c)</b> and <b>AS B/M4.3.5(c)</b>.</li> <li>● The field director can be on a faculty, administrative, staff, or other line.</li> <li>● Programs determine the formal title and rank of the field director.</li> <li>● The field director must have administrative oversight over the field education program in its entirety, inclusive of all program options. <ul style="list-style-type: none"> <li>○ Programs may elect to appoint additional program option-specific personnel such as coordinators, associate directors, etc. <ul style="list-style-type: none"> <li>▪ In such cases, additional personnel <u>cannot</u> be included in response to <b>AS B/M4.3.5(a-c)</b>.</li> </ul> </li> </ul> </li> </ul>	<p>accreditation review process, programs typically include the faculty member in the accreditation document and describe the situation, including any interim coverage.</p> <ul style="list-style-type: none"> <li>○ In such cases, programs must document current compliance with the relevant standards.</li> <li>● When the field director position becomes vacant, programs appoint an interim/temporary or permanent field director to maintain continuous compliance.</li> <li>● Use subheadings to clearly address each component of the standard.</li> </ul> <hr/> <p><b>Candidate Programs</b> / <i>AS 4.3.5(a) is reviewed for:</i></p> <ul style="list-style-type: none"> <li>● Approval at Benchmark 1 &amp; 2</li> <li>● Compliance at Benchmark 3</li> <li>● <i>To approve the draft Benchmark 1 document and enter Pre-candidacy:</i> Programs must have a field education director formally hired, with a start date no later than 30-days before the visit date (i.e., when the Benchmark document is sent to the visitor and program's accreditation specialist).</li> <li>● <i>For Benchmark 1:</i> Programs must have a field education director actively working within the program 30-days before the visit date (i.e., when the Benchmark document is sent to the visitor and program's accreditation specialist) even if students are not enrolled or the program is not fully operational.</li> </ul>
b. The program provides documentation that the field education director has	<ul style="list-style-type: none"> <li>● Include documentation. <ul style="list-style-type: none"> <li>○ A memo on letterhead, contract, or hiring letter.</li> </ul> </li> </ul>	



COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
a full-time appointment to social work.	<ul style="list-style-type: none"> <li>○ Explicitly state the field director has a full-time appointment to the social work program they administer, or social work overall.</li> <li>○ Explicitly state that the field director administers all program options.</li> <li>○ Feature a signature from a supervisor or administrator (i.e., dean, director, chair, provost, president, or human resources).</li> </ul> <ul style="list-style-type: none"> <li>● An email is insufficient documentation.</li> </ul>	
c. Institutions with both accredited baccalaureate and master’s social work programs identify the field education director for each program.	<ul style="list-style-type: none"> <li>● Co-located programs (institutions with a CSWE-accredited baccalaureate and master’s social work program), may identify one individual to fulfill the field director role for both program levels.</li> <li>● If the program is co-located, provide the name of the field director for the other program-level (which may be the same individual.)</li> <li>● Explicitly state if the program is <u>not</u> co-located.</li> </ul>	

**Accreditation Standard B4.3.5(b):** The baccalaureate field education director has a master’s degree in social work from a CSWE-accredited program and at least two years of post-baccalaureate social work degree or post-master’s social work degree practice experience in social work. The field education director has the ability to provide leadership to the field education program through practice experience, field instruction experience, and administrative and/or other relevant academic and professional activities in social work.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
a. The program attests that the field education director has a master’s degree in social work from a CSWE-accredited program and at least two years of post-	<ul style="list-style-type: none"> <li>● Explicitly state that the field director has: <ul style="list-style-type: none"> <li>○ A master’s degree in social work from a CSWE-accredited program</li> <li>○ At least two (2) years of post-baccalaureate or post-master's social work degree practice experience in social work</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <b>Definition:</b> <a href="#">Post-social Work Degree Practice Experience</a></li> <li>● Prompts for describing the field director’s leadership ability: <ul style="list-style-type: none"> <li>○ Leadership</li> </ul> </li> </ul>

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
<p>baccalaureate social work degree or post-master’s social work degree practice experience in social work.</p>	<ul style="list-style-type: none"> <li>○ The field director must have:           <ul style="list-style-type: none"> <li>▪ CSWE-accredited degree, CASWE-accredited degree (from the Canadian social work accreditor, recognized through an <a href="#">MOU</a> with CSWE and CASWE), <u>or</u> an internationally earned <a href="#">ISWDRES</a>-evaluated degree; <i>and</i> <ul style="list-style-type: none"> <li>● If the field director has an internationally earned degree, submit a copy of the ISWDRES evaluation letter in accreditation documents.</li> </ul> </li> <li>▪ 2-years post-baccalaureate or post-master's social work degree practice experience in social work</li> </ul> </li> <li>● Explicitly address each program option.</li> </ul>	<ul style="list-style-type: none"> <li>○ Administrative experience</li> <li>○ Relevant academic experience</li> <li>○ Teaching</li> <li>○ Scholarship</li> <li>○ Curriculum development</li> <li>○ Relevant professional social work activities</li> <li>● Accredited programs may be eligible to apply/request a waiver for certain components of this standard.           <ul style="list-style-type: none"> <li>○ Waiver approvals are <u>not</u> guaranteed.</li> <li>○ Learn more in policy <i>4.5 Waivers to Accreditation Standards</i> in the <a href="#">Accreditation Policy Handbook</a>.</li> <li>○ If the program was granted waiver(s) relevant to this standard, submit a copy of the BOA-issued waiver approval letter in accreditation documents.</li> </ul> </li> </ul>
<p>b. The program describes the field director’s ability to provide leadership to the field education program.</p>	<ul style="list-style-type: none"> <li>● In narrative format, describe the field director’s leadership ability.</li> <li>● Explicitly address each program option.</li> </ul>	<ul style="list-style-type: none"> <li>● Use subheadings to clearly address each component of the standard.</li> </ul> <hr/> <p><a href="#">Candidate Programs</a> / <i>AS B4.3.5(b) is reviewed for:</i></p> <ul style="list-style-type: none"> <li>● Approval at Benchmark 1 &amp; 2</li> <li>● Compliance at Benchmark 3</li> </ul>

**Accreditation Standard M4.3.5(b):** The master’s field education director has a master’s degree in social work from a CSWE-accredited program and at least two years of post-master’s social work degree practice experience in social work. The field education director has the ability to provide leadership to the field education program through practice experience, field instruction experience, and/or administrative or other relevant academic and professional activities in social work.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
<p>a. The program attests that the field education director has a master’s degree in social work from a CSWE-accredited program and at least two years of post-master’s social work degree practice experience in social work.</p>	<ul style="list-style-type: none"> <li>• Explicitly state that the field director has:               <ul style="list-style-type: none"> <li>○ A master’s degree in social work from a CSWE-accredited program</li> <li>○ At least (2) two years of post-master's social work degree practice experience in social work.</li> <li>○ The field director must have a:                   <ul style="list-style-type: none"> <li>▪ CSWE-accredited degree, CASWE-accredited degree (from the Canadian social work accreditor, recognized through an <a href="#">MOU</a> with CSWE and CASWE), <u>or</u> an internationally earned <a href="#">ISWDRES</a>-evaluated degree; <i>and</i> <ul style="list-style-type: none"> <li>• If the field director has an internationally earned degree, submit a copy of the ISWDRES evaluation letter in accreditation documents.</li> </ul> </li> <li>▪ 2-years post-master's social work degree practice experience in social work</li> </ul> </li> </ul> </li> <li>• Explicitly address each program option.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Definition:</b> <a href="#">Post–master’s social Work Degree Practice Experience</a></li> <li>• Prompts for describing the field director’s leadership ability:               <ul style="list-style-type: none"> <li>○ Leadership</li> <li>○ Administrative experience</li> <li>○ Relevant academic experience</li> <li>○ Teaching</li> <li>○ Scholarship</li> <li>○ Curriculum development</li> <li>○ Relevant professional social work activities</li> </ul> </li> <li>• Accredited programs may be eligible to apply/request a waiver for certain components of this standard.               <ul style="list-style-type: none"> <li>○ Waiver approvals are <u>not</u> guaranteed.</li> <li>○ Learn more in policy <i>4.5 Waivers to Accreditation Standards</i> in the <a href="#">Accreditation Policy Handbook</a>.</li> <li>○ If the program was granted waiver(s) relevant to this standard, submit a copy of the BOA-issued waiver approval letter in accreditation documents.</li> </ul> </li> <li>• Use subheadings to clearly address each component of the standard.</li> </ul> <hr/> <p><a href="#">Candidate Programs</a> / <i>AS M4.3.5(b) is reviewed for:</i></p> <ul style="list-style-type: none"> <li>• Approval at Benchmark 1 &amp; 2</li> <li>• Compliance at Benchmark 3</li> </ul>
<p>b. The program describes the field director’s ability to provide leadership to the field education program.</p>	<ul style="list-style-type: none"> <li>• In narrative format, describe the field director’s leadership ability.</li> <li>• Explicitly address each program option.</li> </ul>	

**Accreditation Standard B4.3.5(c):** The baccalaureate field education director has sufficient assigned time for administrative oversight of the field education program, inclusive of all program options. It is customary for the field education director to have, at minimum, 25% assigned time to administer the field education program.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
<p>a. The program provides the field education director's workload.</p>	<ul style="list-style-type: none"> <li>• Identify one (1) field director. <ul style="list-style-type: none"> <li>○ Do <u>not</u> discuss other personnel in response to <b>AS B/M4.3.5(a-c)</b>.</li> <li>○ <i>Exception:</i> Collaborative programs may identify either one single field director representing all institutions; or one field director per institution. Collaboratives determine how to divide the field directors' assigned time to meet the standard.</li> </ul> </li> <li>• Explain the field director's workload, including: <ul style="list-style-type: none"> <li>○ Administrative duties</li> <li>○ Teaching</li> <li>○ Advising</li> <li>○ Research</li> <li>○ Service</li> <li>○ Any other faculty workload policy roles</li> </ul> </li> <li>• The field director's workload must include administrative oversight of the field education program in its entirety, inclusive of all program options.</li> <li>• The field director can be on a faculty, administrative, or staff line.</li> <li>• The field director may also fulfill the program director role, if there is sufficient assigned time for both roles per <b>AS B/M4.3.4(c)</b> and <b>AS B/M4.3.5(c)</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• Prompts for procedures for determining the field director's assigned time: <ul style="list-style-type: none"> <li>○ What is the step-by-step process from beginning to end?</li> <li>○ Who is involved in decision-making, review, and approval of assigned time?</li> <li>○ How often is the assigned time reviewed for sufficiency?</li> <li>○ For field directors that receives 100% assigned time for administrative leadership, what is the time, percentage, and calculation based on (e.g., workload policy)?</li> </ul> </li> <li>• Examples of calculations using institutional workload policy: <ul style="list-style-type: none"> <li>○ Field director teaches a 4/4 workload and is released from one (1) course per term (equating to 25%).</li> <li>○ Field director is released from the 20% research requirement and 5% service requirement (equating to 25%).</li> </ul> </li> <li>• Example of assigned time distributed across the year: <ul style="list-style-type: none"> <li>○ 40% assigned time in the fall term + 20% assigned time in the spring = 30% overall assigned time</li> </ul> </li> <li>• In such cases, that the field director also fulfills the program director role the following assigned time is customary: <ul style="list-style-type: none"> <li>○ <i>Baccalaureate programs:</i> 25% field director assigned time + 25% program director assigned time = 50% assigned time</li> </ul> </li> <li>• Consider listing the field director's administrative duties to demonstrate compliance.</li> </ul>
<p>b. The program describes the procedures for calculating the field education director's assigned time to administer the field education program.</p>	<ul style="list-style-type: none"> <li>• Provide the procedures for calculating the field director's assigned time to administer the field education program.</li> <li>• Show the mathematical calculation to determine the field director's assigned time to administer the baccalaureate field education program.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider listing the field director's administrative duties to demonstrate compliance.</li> </ul>

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
	<ul style="list-style-type: none"> <li>○ All institutional workload policy roles (e.g., teaching, administration, research, service) can be included in the calculation.</li> <li>○ Administrative functions <u>cannot</u> include teaching responsibilities.</li> <li>○ Assigned time can be distributed across the year.</li> <li>● Overload appointments are reviewed on a case-by-case basis. <ul style="list-style-type: none"> <li>○ In such cases, explain sufficiency of the field director’s assigned time, including identifying if the overload appointment is temporary or permanent.</li> </ul> </li> <li>● Explicitly address each program option. <ul style="list-style-type: none"> <li>○ The assigned time is inclusive of all program options.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ The BOA and EPAS do <u>not</u> identify which field administrative tasks are acceptable for field directors.</li> <li>● Example sufficiency statements: <ul style="list-style-type: none"> <li>○ “The program verifies the field director’s time is sufficient.”</li> <li>○ “The program finds that the field director’s time is insufficient.”</li> </ul> </li> <li>● Use subheadings to clearly address each component of the standard.</li> </ul> <hr/> <p><b>Candidate Programs</b> / AS B4.3.5(c) is reviewed for:</p> <ul style="list-style-type: none"> <li>● Approval at Benchmark 1 &amp; 2</li> <li>● Compliance at Benchmark 3</li> </ul>
c. The program provides the field education director’s percentage of assigned time to administer the field education program.	<ul style="list-style-type: none"> <li>● Document a specific numerical percentage (#%).</li> </ul>	
d. The program describes whether this time is sufficient to administer the field education program, inclusive of all program options.	<ul style="list-style-type: none"> <li>● Discuss sufficiency of the field director’s assigned time to administer all program options. <ul style="list-style-type: none"> <li>○ Make an explicit statement/professional judgment about the sufficiency of the field director’s assigned time. <ul style="list-style-type: none"> <li>▪ If assigned time is distributed across the year, describe sufficiency of assigned time each term the program is operating.</li> <li>▪ If assigned time is insufficient, address this in the narrative.</li> </ul> </li> </ul> </li> </ul>	

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
	<ul style="list-style-type: none"> <li>Explicitly address each program option.</li> </ul>	

**Accreditation Standard M4.3.5(c):** The master’s field director has sufficient assigned time for administrative oversight of the field education program, inclusive of all program options. It is customary for the field education director to have, at minimum, 50% assigned time to administer the field education program.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
<p>a. The program provides the field education director’s workload.</p>	<ul style="list-style-type: none"> <li>Identify one (1) field director. <ul style="list-style-type: none"> <li>Do <u>not</u> discuss other personnel in response to <b>AS B/M4.3.5(a-c)</b>.</li> <li><i>Exception:</i> Collaborative programs may identify either one single field director representing all institutions; or one field director per institution. Collaboratives determine how to divide the field directors’ assigned time to meet the standard.</li> </ul> </li> <li>Explain the field director’s workload, including: <ul style="list-style-type: none"> <li>Administrative duties</li> <li>Teaching</li> <li>Advising</li> <li>Research</li> <li>Service</li> <li>Any other faculty workload policy roles.</li> </ul> </li> <li>The field director’s workload must include administrative oversight over the field education program in its entirety, inclusive of all program options.</li> <li>The field director can be on a faculty, administrative, or staff line.</li> </ul>	<ul style="list-style-type: none"> <li>Prompts for procedures for determining the field director’s assigned time: <ul style="list-style-type: none"> <li>What is the step-by-step process from beginning to end?</li> <li>Who is involved in decision-making, review, and approval of assigned time?</li> <li>How often is the assigned time reviewed for sufficiency?</li> <li>For field directors that receives 100% assigned time for administrative leadership, what is the time, percentage, and calculation based on (e.g., workload policy)?</li> </ul> </li> <li>Examples of calculations using institutional workload policy: <ul style="list-style-type: none"> <li>Field director teaches a 4/4 workload and is released from two (2) courses per term (equating to 50%).</li> <li>Field director is released from the 20% research requirement, 5% service requirement, and one (1) course per term (equating to 50%).</li> </ul> </li> <li>Example of assigned time distributed across the year:</li> </ul>

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
<p>b. The program describes the procedures for calculating the field education director's assigned time to administer the field education program.</p>	<ul style="list-style-type: none"> <li>• The field director may also fulfill the program director role, if there is sufficient assigned time for both roles per <b>AS B/M4.3.4(c)</b> and <b>AS B/M4.3.5(c)</b>.</li> <li>• Provide the procedures for calculating the field director's assigned time to administer the field education program.</li> <li>• Show the mathematical calculation to determine the field director's assigned time to administer the master's field education program. <ul style="list-style-type: none"> <li>○ All institutional workload policy roles (e.g., teaching, administration, research, service) can be included in the calculation.</li> <li>○ Administrative functions <u>cannot</u> include teaching responsibilities.</li> <li>○ Assigned time can be distributed across the year.</li> </ul> </li> <li>• Overload appointments are reviewed on a case-by-case basis. <ul style="list-style-type: none"> <li>○ In such cases, explain sufficiency of the field director's assigned time, including identifying if the overload appointment is temporary or permanent.</li> </ul> </li> <li>• Explicitly address each program option. <ul style="list-style-type: none"> <li>○ The assigned time is inclusive of all program options.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ 40% assigned time in the fall term + 60% assigned time in the spring = 50% overall assigned time</li> <li>• In such cases, that the field director also fulfills the program director role the following assigned time is customary: <ul style="list-style-type: none"> <li>○ <i>Master's programs</i>: 50% field director assigned time + 50% program director assigned time = 100% assigned time</li> </ul> </li> <li>• Consider listing the field director's administrative duties to demonstrate compliance. <ul style="list-style-type: none"> <li>○ The BOA and EPAS do <u>not</u> identify which field administrative tasks are acceptable for field directors.</li> </ul> </li> <li>• Example sufficiency statements: <ul style="list-style-type: none"> <li>○ "The program verifies the field director's time is sufficient."</li> <li>○ "The program finds that the field director's time is insufficient."</li> </ul> </li> <li>• Use subheadings to clearly address each component of the standard.</li> </ul> <hr/> <p><b>Candidate Programs</b> / AS M4.3.5(c) is reviewed for:</p> <ul style="list-style-type: none"> <li>• Approval at Benchmark 1 &amp; 2</li> <li>• Compliance at Benchmark 3</li> </ul>
<p>c. The program provides the field education director's percentage of assigned time to administer the field education program.</p>	<ul style="list-style-type: none"> <li>• Document a specific numerical percentage (#%).</li> </ul>	



COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
d. The program describes whether this time is sufficient to administer the field education program, inclusive of all program options.	<ul style="list-style-type: none"> <li>• Discuss sufficiency of the field director’s assigned time to administer all program options.               <ul style="list-style-type: none"> <li>○ Make an explicit statement/professional judgment about the sufficiency of the field director’s assigned time.                   <ul style="list-style-type: none"> <li>▪ If assigned time is distributed across the year, describe sufficiency of assigned time each term the program is operating.</li> <li>▪ If assigned time is insufficient, address this in the narrative.</li> </ul> </li> </ul> </li> <li>• Explicitly address each program option.</li> </ul>	

**Accreditation Standard 4.3.6:** The program has sufficient personnel and technological support to administer the field education program.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
a. The program provides an organizational chart for the administration for field education.	<ul style="list-style-type: none"> <li>• Submit the field education program’s organizational chart to demonstrate its administrative structure.               <ul style="list-style-type: none"> <li>○ Include all administrative field personnel (i.e., faculty and/or staff).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Example sufficiency statements:               <ul style="list-style-type: none"> <li>○ “The program verifies its field education personnel are sufficient.”</li> <li>○ “The program finds its field education technological resources are insufficient.”</li> </ul> </li> </ul>
b. The program describes whether its resources are sufficient to administer field education, including:	<ul style="list-style-type: none"> <li>• Description must be specific to the program-level (baccalaureate or master’s) rather than the school/department-level or institutional-level.</li> </ul>	<ul style="list-style-type: none"> <li>• Use subheadings to clearly address each component of the standard.</li> </ul>
i. personnel, and	<ul style="list-style-type: none"> <li>• Describe the program’s field education personnel.</li> <li>• Describe whether the program’s field education personnel are sufficient.</li> <li>• Make an explicit statement/professional judgment about the sufficiency of the program’s field education personnel.</li> </ul>	<p><b>Candidate Programs</b> / AS 4.3.6 is reviewed for:</p> <ul style="list-style-type: none"> <li>• Draft at Benchmark 1 &amp; 2</li> <li>• Compliance at Benchmark 3</li> </ul>



COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
	<ul style="list-style-type: none"> <li>○ If resources are insufficient, address this in the narrative.</li> </ul>	
ii. technological support.	<ul style="list-style-type: none"> <li>● Describe the program’s field education technological support.</li> <li>● Describe whether the program’s field education technological support is sufficient.</li> <li>● Make an explicit statement/professional judgment about the sufficiency of the program’s field education technological support.               <ul style="list-style-type: none"> <li>○ If resources are insufficient, address this in the narrative.</li> </ul> </li> </ul>	
c. The program addresses all program options.	<ul style="list-style-type: none"> <li>● Explicitly address each program option.</li> </ul>	

## Educational Policy 4.4 — Resources

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

### Accreditation Standard 4.4 — Resources

**Accreditation Standard 4.4.1:** The program uses its budget development and administration process to achieve its mission and continuously improve the program. The program has sufficient financial resources to achieve its mission.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
a. The program describes the process for budget development and administration it uses to:	<ul style="list-style-type: none"> <li>• Describe the process for:                             <ul style="list-style-type: none"> <li>○ Budget development</li> <li>○ Administering the budget</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Definitions:</b> <ul style="list-style-type: none"> <li>○ <a href="#">Fringe</a></li> <li>○ <a href="#">Student Financial Aid</a></li> <li>○ <a href="#">Technological Resources</a></li> </ul> </li> <li>• <b>SAMPLE: <a href="#">Form AS 4.4.1 – Budget Form</a></b></li> <li>• <i>Budget development</i> process may include:                             <ul style="list-style-type: none"> <li>○ Timeline and frequency (e.g., each spring term)</li> <li>○ Administrators and faculty involved (e.g., program director, chair, dean, chief financial officer, provost, board of trustees)</li> <li>○ Approval process</li> </ul> </li> <li>• <i>Budget administration</i> process may include:                             <ul style="list-style-type: none"> <li>○ Implementing</li> <li>○ Monitoring</li> <li>○ Evaluating</li> <li>○ Adjusting</li> </ul> </li> <li>• Consider collaborating with institutional, school, or department-level finance personnel to complete separate budget forms for each program level (baccalaureate or master’s).</li> </ul>
i. achieve its mission, and	<ul style="list-style-type: none"> <li>• Describe how the following processes support achievement of the program’s mission:                             <ul style="list-style-type: none"> <li>○ Budget development</li> <li>○ Administering the budget</li> </ul> </li> </ul>	
ii. continuously improve the program.	<ul style="list-style-type: none"> <li>• Describe how the following processes support continuous program improvement:                             <ul style="list-style-type: none"> <li>○ Budget development</li> <li>○ Administering the budget</li> </ul> </li> </ul>	
b. The program submits a program-level Form AS 4.4.1 for the baccalaureate or master’s social work program.	<ul style="list-style-type: none"> <li>• <b>REQUIRED FORM: <a href="#">Form AS 4.4.1 – Budget Form</a></b></li> <li>• Institutions with both CSWE-accredited baccalaureate and master’s programs include only the budget for the program under accreditation review, <u>not</u> a combined <i>Form AS 4.4.1 - Budget Form</i> inclusive of both programs’ budget expenses.                             <ul style="list-style-type: none"> <li>○ Institutional, college, school, or department-level budgets are unacceptable.</li> </ul> </li> </ul>	

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
	<ul style="list-style-type: none"> <li>• Do <u>not</u> include line items on the <i>Form AS 4.4.1 - Budget Form</i> that are not from the program’s budget (e.g., institutional funds, endowment funds).               <ul style="list-style-type: none"> <li>○ Input “N/A” or “\$0” for each line item on the <i>Budget Form</i> that is not within the program’s budget.                   <ul style="list-style-type: none"> <li>▪ Explain in narrative each “N/A” or “\$0” line item.</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Example sufficiency statements:               <ul style="list-style-type: none"> <li>○ “The program verifies its financial resources are sufficient.”</li> <li>○ “The program finds its financial resources are insufficient to achieve its mission and continuously improve the program.”</li> </ul> </li> <li>• Use subheadings to clearly address each component of the standard.</li> </ul>
<p>c. The program describes whether its financial resources are sufficient to achieve its mission and continuously improve the program.</p>	<ul style="list-style-type: none"> <li>• Describe the program’s financial resources.</li> <li>• Describe whether financial resources are sufficient.               <ul style="list-style-type: none"> <li>○ Discuss financial sufficiency over the three-year span covered by the <i>From AS 4.4.1 - Budget Form</i>.</li> <li>○ Provide two (2) or more examples of how the program’s financial resources are sufficient for each of the following:                   <ul style="list-style-type: none"> <li>▪ Achieve the program’s mission</li> <li>▪ Continuously improve the program</li> </ul> </li> </ul> </li> <li>• Make an explicit statement/professional judgment about the sufficiency of the program’s financial resources.               <ul style="list-style-type: none"> <li>○ If resources are insufficient, address this in the narrative.</li> </ul> </li> </ul>	<hr style="border-top: 1px dashed black;"/> <p><b>Candidate Programs</b> / <i>AS 4.4.1 is reviewed for:</i></p> <ul style="list-style-type: none"> <li>• Approval at Benchmark 1</li> <li>• Compliance at Benchmark 3</li> </ul>
<p>d. The program addresses all program options.</p>	<ul style="list-style-type: none"> <li>• Explicitly address each program option.               <ul style="list-style-type: none"> <li>○ The required form must include budgetary information inclusive of all program options.</li> <li>○ Do <u>not</u> submit separate budget forms for each program option.</li> </ul> </li> </ul>	

**Accreditation Standard 4.4.2:** The program has sufficient support staff to carry out its educational activities and achieve its mission.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
a. The program describes its support staff or other personnel structure.	<ul style="list-style-type: none"> <li>Describe the program’s support staff or other personnel structure.</li> <li>Description must be specific to the program-level (baccalaureate or master’s) rather than the school/department-level or institutional-level.</li> </ul>	<ul style="list-style-type: none"> <li>Example sufficiency statements:               <ul style="list-style-type: none"> <li>“The program verifies its support staff are sufficient.”</li> <li>“The program finds its does not have sufficient support staff.”</li> </ul> </li> <li>Use subheadings to clearly address each component of the standard.</li> </ul> <hr/> <p><b>Candidate Programs</b> / AS 4.4.2 is reviewed for:</p> <ul style="list-style-type: none"> <li>Draft at Benchmark 1</li> <li>Approval at Benchmark 2</li> <li>Compliance at Benchmark 3</li> </ul>
b. The program describes whether its support staff is sufficient to carry out its educational activities and achieve its mission.	<ul style="list-style-type: none"> <li>Describe whether support staff is sufficient.</li> <li>Make an explicit statement/professional judgment about the sufficiency of the program’s support staff or other personnel.               <ul style="list-style-type: none"> <li>If resources are insufficient, address this in the narrative.</li> </ul> </li> </ul>	
c. The program addresses all program options.	<ul style="list-style-type: none"> <li>Explicitly address each program option.</li> </ul>	

**Accreditation Standard 4.4.3:** The program has sufficient access to library resources that provide social work and other informational and educational resources to achieve its mission.

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
a. The program submits Form AS 4.4.3 to demonstrate access to social work and other informational and educational resources.	<ul style="list-style-type: none"> <li><b>REQUIRED FORM:</b> <a href="#">AS 4.4.3 – Library Report</a></li> </ul>	<ul style="list-style-type: none"> <li>Example sufficiency statements:               <ul style="list-style-type: none"> <li>“The program has sufficient access to library resources.”</li> <li>“The program finds its does not have sufficient access to library resources that provide social work and other informational and educational resources to achieve its mission.”</li> </ul> </li> <li>Use subheadings to clearly address each component of the standard.</li> </ul> <hr/>
b. The program describes whether its library resources are sufficient to achieve its mission.	<ul style="list-style-type: none"> <li>Describe whether library resources are sufficient.</li> <li>Make an explicit statement/professional judgment about the sufficiency of the program’s library resources.               <ul style="list-style-type: none"> <li>If resources are insufficient, address this in the narrative.</li> </ul> </li> </ul>	

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
c. The program addresses all program options.	<ul style="list-style-type: none"> <li>Explicitly address each program option.</li> </ul>	<p><u><a href="#">Candidate Programs</a></u> / AS 4.4.3 is reviewed for:</p> <ul style="list-style-type: none"> <li>Draft at Benchmark 1</li> <li>Approval at Benchmark 2</li> <li>Compliance at Benchmark 3</li> </ul>

**Accreditation Standard 4.4.4:** The program has sufficient technological access, technology support, and if applicable, office and classroom space to achieve its mission.

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
a. The program describes its:	<ul style="list-style-type: none"> <li>Description must be specific to the program-level (baccalaureate or master's) rather than the school/department-level or institutional-level.</li> </ul>	<ul style="list-style-type: none"> <li><b>Definitions:</b> <ul style="list-style-type: none"> <li><u><a href="#">Technological Access</a></u></li> <li><u><a href="#">Technology Support</a></u></li> </ul> </li> <li><i>Prompts for technology support:</i> <ul style="list-style-type: none"> <li>Who offers tech support?</li> <li>How is tech support accessed by students, faculty, and staff?</li> </ul> </li> <li>The standard is similar to conducting an environmental scan.</li> <li><b>Example sufficiency statements:</b> <ul style="list-style-type: none"> <li>If physical space is applicable: "The program verifies it has sufficient technological access, technology support, and office and classroom space."</li> <li>If physical space is not applicable: "The program verifies it has sufficient technological access and technology support. As the program operates entirely online, office and classroom space do not apply."</li> </ul> </li> </ul>
i. technological access;	<ul style="list-style-type: none"> <li>Describe the program's technological access.</li> </ul>	
ii. technology support; and	<ul style="list-style-type: none"> <li>Describe the program's technology support.</li> </ul>	
iii. office and classroom space (if applicable).	<ul style="list-style-type: none"> <li>Describe the program's office and classroom space (if applicable). <ul style="list-style-type: none"> <li>Programs with in-person program options must address office and classroom space.</li> </ul> </li> </ul>	
b. The program describes whether these resources are sufficient to achieve its mission.	<ul style="list-style-type: none"> <li>Describe whether each of the following resources are sufficient: <ul style="list-style-type: none"> <li>Technological access</li> <li>Technology support</li> <li>Office and classroom space (if applicable)</li> </ul> </li> <li>Make an explicit statement/professional judgment about the sufficiency of: <ul style="list-style-type: none"> <li>Technological access</li> <li>Technology support</li> <li>Office and classroom space (if applicable).</li> </ul> </li> </ul>	

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
c. The program addresses all program options.	<ul style="list-style-type: none"> <li>If any resources are insufficient, address this in the narrative.</li> <li>Explicitly address each program option.</li> </ul>	<ul style="list-style-type: none"> <li>“The program finds its office and classroom space insufficient. However, the technological access and technology support are sufficient.”</li> <li>Use subheadings to clearly address each component of the standard.</li> </ul> <hr/> <p><b>Candidate Programs</b> / AS 4.4.4 is reviewed for:</p> <ul style="list-style-type: none"> <li>Approval at Benchmark 1</li> <li>Compliance at Benchmark 3</li> </ul>

**Accreditation Standard 4.4.5:** The program has sufficient resources and supports, including supportive technology, student services, and if applicable, physical space, that reduce barriers while optimizing accessibility and equity for all its students.

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
a. The program describes its resources and supports that reduce barriers while optimizing accessibility and equity for all its students, including:	<ul style="list-style-type: none"> <li>Description must be specific to the program-level (baccalaureate or master’s), school/department-level, or institutional-level.</li> </ul>	<ul style="list-style-type: none"> <li><b>Definition:</b> <a href="#">Equity</a></li> <li>Examples of supportive technology: <ul style="list-style-type: none"> <li>Books on braille</li> <li>Audiobooks</li> <li>Screen reader technology</li> </ul> </li> <li>Examples of student services: <ul style="list-style-type: none"> <li>Accommodations</li> <li>Counseling and referral services</li> <li>Financial aid services</li> <li>Health services</li> </ul> </li> <li>Examples of physical spaces: <ul style="list-style-type: none"> <li>Classrooms</li> <li>Student workspaces</li> <li>Faculty offices</li> <li>Library</li> </ul> </li> </ul>
i. supportive technology,	<ul style="list-style-type: none"> <li>Describe the program’s supportive technology. <ul style="list-style-type: none"> <li>Provide two (2) or more examples.</li> </ul> </li> <li>Discuss how students gain access to supportive technology.</li> </ul>	
ii. student services, and	<ul style="list-style-type: none"> <li>Describe the program’s student services. <ul style="list-style-type: none"> <li>Provide two (2) or more examples.</li> </ul> </li> <li>Discuss how students gain access to student services.</li> </ul>	
iii. physical spaces (if applicable).	<ul style="list-style-type: none"> <li>Describe the program’s accessible physical spaces (if applicable). <ul style="list-style-type: none"> <li>Provide two (2) or more examples.</li> </ul> </li> </ul>	

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
	<ul style="list-style-type: none"> <li>• Discuss how physical spaces are accessible for all students.</li> <li>• Programs with in-person program options must address accessibility of its physical spaces.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider collaborating with institutional, school, or department-level student services, disabilities services, and/or library services to respond to this standard.</li> </ul>
<p>b. The program describes whether its resources and supports are sufficient in reducing barriers and optimizing accessibility and equity for all students.</p>	<ul style="list-style-type: none"> <li>• Describe whether each of the following resources are sufficient: <ul style="list-style-type: none"> <li>○ Supportive technology</li> <li>○ Student services</li> <li>○ Physical spaces (if applicable)</li> </ul> </li> <li>• Make an explicit statement/professional judgment about the sufficiency of: <ul style="list-style-type: none"> <li>○ Supportive technology</li> <li>○ Student services</li> <li>○ Physical spaces (if applicable)</li> </ul> </li> <li>• If any resources are insufficient, address this in the narrative.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Example sufficiency statements:</b> <ul style="list-style-type: none"> <li>○ If physical space is applicable: “The program has sufficient resources and supports, including supportive technology, student services, and physical spaces that reduce barriers while optimizing accessibility and equity for all its students.”</li> <li>○ If physical space is not applicable: “The program has sufficient resources and supports, including supportive technology, and student services that reduce barriers while optimizing accessibility and equity for all its students.”</li> <li>○ “The program does not have sufficient resources and supports, including supportive technology and student services that reduce barriers while optimizing accessibility and equity for all its students.”</li> </ul> </li> </ul>
<p>c. The program addresses all program options.</p>	<ul style="list-style-type: none"> <li>• Explicitly address each program option.</li> </ul>	<ul style="list-style-type: none"> <li>• Use subheadings to clearly address each component of the standard.</li> </ul> <hr/> <p><b><u>Candidate Programs</u></b> / AS 4.4.5 is reviewed for:</p> <ul style="list-style-type: none"> <li>• Approval at Benchmark 1</li> <li>• Compliance at Benchmark 3</li> </ul>

## **Educational Policy 5.0 — Assessment**

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

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

Programs assess students' demonstration of the nine social work competencies through the use of multiple and effective assessment methods. Effective assessment incorporates internal and external input relevant to the knowledge, values, skills, and cognitive and affective processes that students have developed and demonstrated and uses recognized methods of evaluating explicit and implicit criteria. Field education curriculum data are included in the overall data collection methods that will help programs make decisions about the delivery of social work education. Assessment also involves gathering data about the implicit curriculum, with a particular focus on the program's efforts to foster ADEI in the student learning environment. Data from ADEI assessment continuously inform and promote change in the explicit curriculum and the implicit curriculum to enhance attainment of nine social work competencies.

Program outcomes are assessed as evidenced by the program's graduation rates and at least one additional outcome. Data related to program outcomes are used to foster ongoing program evaluation, informing decision making for continuous program improvement.

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

## **Accreditation Standard 5.0 — Assessment**

**Accreditation Standard 5.0.1(a):** The program has a systematic plan for ongoing assessment of student achievement of the nine social work competencies (and any additional competencies added by the program) of generalist practice for baccalaureate social work programs and of generalist and specialized practice for master's social work programs. The program assesses each competency, using at least two instruments, at least one of which is based in real or simulated demonstration of student achievement in field education. The instruments, the expected level of achievement for each instrument, and the expected level



of achievement for each competency are determined by the program. Student competence must be assessed by program faculty or field personnel.

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
<p>a. The program submits Form AS 5.0.1(a).</p>	<ul style="list-style-type: none"> <li>• <b>REQUIRED FORM:</b> <a href="#">Form AS 5.0.1(a) – Student Achievement Assessment Plan</a></li> <li>• <i>Baccalaureate programs:</i> Submit a generalist practice assessment plan.</li> <li>• <i>Master’s programs:</i> Submit separate assessment plans for: <ul style="list-style-type: none"> <li>○ Generalist practice</li> <li>○ Each area of specialized practice</li> </ul> </li> <li>• If a program elects to add additional competencies, they must be assessed and included in the assessment plan.</li> <li>• Assess all students, sampling students is <u>not</u> permitted.</li> <li>• For competencies 6-9, it is <u>not</u> required to assess each the system level (i.e., individuals, families, groups, organizations, and communities). <ul style="list-style-type: none"> <li>○ Programs may elect to assess either: <ul style="list-style-type: none"> <li>▪ The competency as a whole, inclusive of all system levels; <u>or</u></li> <li>▪ One (1) or more system levels.</li> </ul> </li> <li>○ <i>For master’s programs:</i> For each area of specialized practice, system levels must match those identified in response to <b>AS M3.2.1, AS M3.2.4, and AS M3.3.2</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Definitions:</b> <ul style="list-style-type: none"> <li>○ <a href="#">Behaviors</a></li> <li>○ <a href="#">Cognitive and Affective Processes</a></li> <li>○ <a href="#">Generalist Practice</a></li> <li>○ <a href="#">Field Personnel</a></li> <li>○ <a href="#">Simulated Practice Situations</a></li> <li>○ <a href="#">Specialized Practice</a></li> <li>○ <a href="#">Student Learning Outcomes</a></li> </ul> </li> <li>• <b>SAMPLE:</b> <a href="#">Form AS 5.0.1(a) – Student Achievement Assessment Plan</a></li> <li>• <i>Focus of this Standard:</i> How competent are students on the basis of receiving the curriculum?</li> <li>• There are two distinct types of “expected levels of achievement”: <ul style="list-style-type: none"> <li>○ <i>Instrument:</i> The minimum acceptable score for an identified instrument (e.g., 4 out of 5 points, 12 out of 15 correct).</li> <li>○ <i>Competency:</i> The percentage of students the program wants to achieve the minimum acceptable scores on all identified instruments (e.g., 90% of students will meet competency 1, inclusive of all instruments [4 out of 5 on their field instrument and 12 out of 15 correct on the exam questions related to competency 1]).</li> </ul> </li> </ul>
<p>b. The plan includes:</p> <p>i. a description of at least two instruments that assess each</p>	<ul style="list-style-type: none"> <li>• Assess each generalist (<i>baccalaureate and masters programs</i>) and specialized (<i>master’s programs</i>) competency twice minimally. <ul style="list-style-type: none"> <li>○ At least two (2) instruments must assess generalist competencies as written in the 2022 <b>EPAS</b>.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The intent and purpose of the <i>Student Achievement Assessment Plan (AS 5.0.1)</i> is different than the curriculum matrix:</li> </ul>

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
<p>competency (and any additional competencies added by the program). At least one of the assessment instruments is based in real or simulated demonstration of student achievement in field education;</p>	<ul style="list-style-type: none"> <li>○ At least two (2) instruments per area of specialized practice that assess specialized competencies as written by the program (per <b>AS M3.2.1</b>).</li> <li>● Programs have autonomy to select their two (2) instruments per competency. <ul style="list-style-type: none"> <li>○ Programs are responsible for ensuring that their chosen instruments fulfill the requirements of the 2022 <b>EPAS</b>.</li> <li>○ The BOA does <u>not</u> endorse third-party, commercial, standardized, or customized assessment instruments and packages. Although the BOA does not prohibit the use of these commercial packages, it is the responsibility of programs to use assessment plans with assessment instruments that are compliant with the 2022 <b>EPAS</b>.</li> </ul> </li> <li>● Two (2) selected instruments must include: <ul style="list-style-type: none"> <li>○ One (1) instrument to assesses student competency via <i>real or simulated demonstration of student achievement in field education</i>.</li> <li>○ One (1) instrument to student competency demonstration elsewhere the program chooses. <ul style="list-style-type: none"> <li>▪ It is <u>not</u> required to assess behaviors via this second instrument.</li> </ul> </li> </ul> </li> <li>● Programs must use two (2) distinct/unique instruments to assess each competency. <ul style="list-style-type: none"> <li>○ It is insufficient to only use one instrument to assess competence at two points in time (e.g., a mid-term and final field evaluation).</li> <li>○ Both instruments may be field-related, yet each must be distinct.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ The <i>Student Achievement Assessment Plan</i> details how the program is measuring competency-based student learning outcomes. <ul style="list-style-type: none"> <li>▪ Student Achievement Assessment Plan = demonstrating/assessing competence</li> </ul> </li> <li>○ The curriculum matrix is snapshot featuring specific required course content strongly relating to each competency, dimension, and/or system-level which all students are learning in the classroom. <ul style="list-style-type: none"> <li>▪ Curriculum Matrix = guaranteeing/delivering consistent content</li> </ul> </li> <li>○ It is <u>not</u> required for these matrices to match, even if the program is using a course-embedded measure model.</li> <li>● Programs may elect a formative and/or summative assessment approach. <ul style="list-style-type: none"> <li>○ <i>Formative</i>: Assess student development of competency throughout the duration of the program (e.g., each term).</li> <li>○ <i>Summative</i>: Assess student achievement of competency in the final year or term of the program.</li> </ul> </li> <li>● <i>Example</i>: A master’s program with three (3) areas of specialized practice presents an assessment plan including: <ul style="list-style-type: none"> <li>○ Two (2) generalist instruments</li> <li>○ Six (6) specialized instruments (2 instruments per each of the 3 areas of specialized practice)</li> <li>○ Eight (8) total instruments</li> </ul> </li> <li>● The following instruments may be used for internal quality assurance purposes, yet should not be</li> </ul>

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
	<ul style="list-style-type: none"> <li>• <i>For the real or simulated practice instrument in field education:</i> <ul style="list-style-type: none"> <li>○ Behaviors must be listed on the instrument(s).           <ul style="list-style-type: none"> <li>▪ For generalist practice, programs must use all behaviors exactly as written in the <b>2022 EPAS</b> and may choose to develop additional behaviors that represent observable components of each competency and integrate dimensions (i.e., knowledge, values, skills, and cognitive and affective processes).</li> <li>▪ For specialized practice, programs must develop specialized behaviors that represent observable components of each specialized competency and integrate dimensions (i.e., knowledge, values, skills, and cognitive and affective processes) per <b>AS M3.2.1</b>.</li> </ul> </li> <li>○ Programs choose which level of data are collected:           <ul style="list-style-type: none"> <li>▪ <i>Behavior-level:</i> Assessing each behavior and collecting behavior-level scores/data and aggregating into a competency-level score; or</li> <li>▪ <i>Competency-level:</i> Assessing competencies based on the listed behaviors and collecting competency-level scores/data.</li> </ul> </li> <li>○ Cannot include “Not Applicable (N/A)” or “No Opportunity (N/O)” categories on the rating scale.           <ul style="list-style-type: none"> <li>▪ Students must have opportunities to demonstrate all competencies and</li> </ul> </li> </ul> </li> </ul>	<p>included in the assessment plan nor submitted in accreditation documents for compliance purposes:</p> <ul style="list-style-type: none"> <li>○ Student self-assessments</li> <li>○ Assessment of student competence by any other non-faculty or non-field personnel (e.g., staff, community members/local social workers)</li> <li>○ Students and field personnel may jointly discuss and identify a course grade to reflect the student’s academic performance, yet assessment of competence must be completed by faculty or field personnel. Student self-assessment scores should not be included in the field personnel’s assessment of their demonstration of competency.</li> </ul> <ul style="list-style-type: none"> <li>• Example instruments:       <ul style="list-style-type: none"> <li>○ Field evaluations</li> <li>○ Course-embedded instruments (e.g., key or signature assignments)</li> <li>○ End-of-year exams</li> <li>○ Comprehensive exit exams</li> <li>○ Capstone and senior seminar assignments (e.g., papers, presentations)</li> <li>○ Portfolios</li> </ul> </li> <li>• Example of two (2) distinct field instruments:       <ul style="list-style-type: none"> <li>○ Field evaluation completed by field instructor</li> <li>○ Field-based case study completed by the field liaison/seminar instructor</li> </ul> </li> <li>• Prompts for when each competency is assessed:       <ul style="list-style-type: none"> <li>○ In which course(s) is the instrument disseminated?</li> </ul> </li> </ul>

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
	behaviors per <b>AS 3.3.1</b> and <b>AS M3.3.2</b> .	<ul style="list-style-type: none"> <li>○ Where in the curriculum is the instrument strategically placed (e.g., each term, mid-term and final, term prior to graduation)?</li> </ul>
ii. how each instrument is implemented;	<ul style="list-style-type: none"> <li>● Explain how each instrument is implemented (e.g., paper, portfolio, exam, presentation).</li> </ul>	<ul style="list-style-type: none"> <li>● Consider setting expected levels of achievement that are realistic, yet aspirational.</li> </ul>
iii. when each competency is assessed;	<ul style="list-style-type: none"> <li>● Programs select the data collection points.</li> <li>● Describe when within the educational program each competency is assessed.</li> </ul>	<ul style="list-style-type: none"> <li>● Prompts for competency-based criteria: <ul style="list-style-type: none"> <li>○ What exactly must the student demonstrate/show the assessor to indicate competence? What must be observed by the assessor?</li> <li>○ What earns a high score, middle score, or low score?</li> <li>○ Criteria may be sourced from competency descriptive paragraphs, behaviors, key words from course-embedded measure descriptions, etc.</li> </ul> </li> </ul>
iv. by whom each competency is assessed;	<ul style="list-style-type: none"> <li>● Only faculty or field personnel can assess student demonstration of social work competencies for accreditation purposes. <ul style="list-style-type: none"> <li>○ The alternative field instructor per <b>AS B/M3.3.6</b>, must assess or be jointly involved in the assessment of student competence.</li> </ul> </li> <li>● Student self-assessment instruments are <u>not</u> permitted.</li> </ul>	<ul style="list-style-type: none"> <li>○ What earns a high score, middle score, or low score?</li> <li>○ Criteria may be sourced from competency descriptive paragraphs, behaviors, key words from course-embedded measure descriptions, etc.</li> </ul>
v. an explanation of the expected level of student achievement, including: <ul style="list-style-type: none"> <li>• the expected level of achievement of each competency and for each instrument;</li> <li>• how the program calculates student achievement for each instrument; and</li> <li>• how the program calculates student</li> </ul>	<ul style="list-style-type: none"> <li>● Identify the expected level of achievement for: <ul style="list-style-type: none"> <li>○ Each competency</li> <li>○ Each instrument</li> </ul> </li> <li>● Describe how student achievement is calculated for each instrument.</li> <li>● Describe how student achievement is calculated for each competency, inclusive of all instruments.</li> <li>● Programs have autonomy to establish their levels of achievement and calculation methods.</li> </ul>	<ul style="list-style-type: none"> <li>● <i>Cascade effect</i>: When <b>AS 5.0.1(a)</b> is cited by the BOA, <b>AS 5.0.1(b)</b>, <b>AS 5.0.1(c)</b>, and <b>AS 5.0.1(d)</b> are frequently cited due to the integration of these standards.</li> <li>● Use subheadings to clearly address each component of the standard.</li> </ul> <hr/> <p><b><u>Candidate Programs</u></b> / <i>AS 5.0.1(a) is reviewed for:</i></p> <ul style="list-style-type: none"> <li>● Draft at Benchmark 1</li> <li>● Approval at Benchmark 2</li> <li>● Compliance at Benchmark 3</li> </ul>

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
<p>achievement for each competency, including all instruments used; and</p>		
<p>vi. copies of all instruments used to assess the nine social work competencies (and any additional competencies added by the program), including assignment descriptions, scoring rubrics, and other relevant materials</p>	<ul style="list-style-type: none"> <li>• Assessment must be conducted consistently for all students via the same instruments and rubrics.</li> <li>• Include full copies of all assessment instruments in response to this standard, <u>not</u> in appendices or other volumes of accreditation documents.</li> <li>• Instruments must include specific competency-based assessment criteria (e.g., behaviors, rubric line items, demonstratable components of the competencies). <ul style="list-style-type: none"> <li>○ Instruments assessing more than one (1) competency must have distinct criteria to uniquely assess each competency.</li> </ul> </li> <li>• For course-embedded instruments: <ul style="list-style-type: none"> <li>○ Provide a copy of the assignment. <ul style="list-style-type: none"> <li>▪ The assignment is the written instructions given to students to complete the assignment.</li> <li>▪ Typically located in a syllabus or separate document explaining the purpose, parameters, components, and requirements of the assignment.</li> </ul> </li> <li>○ Provide a copy of the scoring rubric. <ul style="list-style-type: none"> <li>▪ The rubric is table, chart, or scoring sheet explaining to the students how they will be scored on each competency-based criterion demonstrated by completing the assignment components.</li> </ul> </li> </ul> </li> </ul>	

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
	<ul style="list-style-type: none"> <li>○ Do <u>not</u> include items that do not directly assess the competency (e.g., APA formatting, timely submission, grammar).</li> <li>○ On the instrument label each rubric line item indicating the competency assessed via that line item.</li> <li>● For group project instruments: <ul style="list-style-type: none"> <li>○ Identify one (1) or more project components for faculty to assess each individual student's competence.</li> </ul> </li> <li>● For exam instruments: <ul style="list-style-type: none"> <li>○ Delineate which questions assess each competency.</li> <li>○ Submit an answer key.</li> </ul> </li> <li>● For portfolio instruments: <ul style="list-style-type: none"> <li>○ Provide a copy of the assignment for the overall portfolio, <u>not</u> the individual assignments, evidence, or artifacts that comprise the portfolio. <ul style="list-style-type: none"> <li>▪ Individual assignments, evidence, or artifacts may be consistent or different across all students, however the assignments are required to measure student competence at the level (baccalaureate or masters) being assessed</li> <li>▪ Students may compile their own portfolio artifacts; similar to how a student may select their own topic for paper or assignment.</li> <li>▪ Alternatively, the program may require students input specific artifacts into the portfolio.</li> </ul> </li> </ul> </li> </ul>	

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
	<ul style="list-style-type: none"> <li>▪ Provide a copy of the scoring rubric that includes consistent competency-based criteria for assessment.</li> </ul>	
c. The program addresses all program options.	<ul style="list-style-type: none"> <li>• Explicitly address each program option.               <ul style="list-style-type: none"> <li>○ Programs may elect to use the same or different assessment plans per each program option.</li> </ul> </li> </ul>	

**Accreditation Standard 5.0.1(b):** The program has a method of analyzing outcomes for the nine social work competencies (and any additional competencies added by the program) in its assessment plan.

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
a. The program submits Form AS 5.0.1(b) to provide its most recent year of outcomes from its assessment plan submitted in Accreditation Standard 5.0.1(a).	<ul style="list-style-type: none"> <li>• <b>REQUIRED FORM:</b> <a href="#">Form AS 5.0.1(b) – Student Achievement Assessment Outcomes</a></li> <li>• Provide the most recent set of outcomes/data from the assessment plan submitted in <b>AS 5.0.1(b)</b>.               <ul style="list-style-type: none"> <li>○ Outcomes/data must be current or prior, yet still recent.</li> <li>○ Data points are <u>not</u> required to be collected from the same academic year.</li> <li>○ Data points are <u>not</u> required to reflect the same set of students assessed.</li> </ul> </li> <li>• <i>Master’s programs:</i> Present and clearly label separate outcomes/data for:               <ul style="list-style-type: none"> <li>○ Generalist practice</li> <li>○ Each area of specialized practice</li> </ul> </li> <li>• Include only social work students in the outcomes/data.               <ul style="list-style-type: none"> <li>○ If students are assessed in cross-listed or interdisciplinary courses, present the data for social work students only.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>SAMPLE:</b> <a href="#">Form AS 5.0.1(b) – Student Achievement Assessment Outcomes</a></li> <li>• There are two (2) distinct types of “expected levels of achievement”:               <ul style="list-style-type: none"> <li>○ <i>Instrument:</i> The minimum acceptable score for an identified instrument (e.g., 4 out of 5 points, 12 out of 15 correct).</li> <li>○ <i>Competency:</i> The percentage of students the program wants to achieve the minimum acceptable scores on all identified instruments (e.g., 90% of students will meet competency 1, inclusive of all instruments [4 out of 5 on their field instrument and 12 out of 15 correct on the exam questions related to competency 1]).</li> </ul> </li> <li>• Rationale for including only social work students in the outcomes/data:               <ul style="list-style-type: none"> <li>○ For accreditation purposes, non-social work students enrolled in social work courses (e.g.,</li> </ul> </li> </ul>



COMPLIANCE STATEMENTS	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
	<ul style="list-style-type: none"> <li>• Include all students in the calculation.               <ul style="list-style-type: none"> <li>○ Sampling is <u>not</u> permitted.</li> <li>○ Programs have autonomy to determine the student-level data that comprises final outcomes.                   <ul style="list-style-type: none"> <li>▪ Programs can choose to include or exclude data for students that dropped a class or did not complete an assessment due to extenuating circumstances, such as family obligations, relocation, financial barriers, and decisions to change major or to transfer to another institution of higher education [adapted from CCNE, Standards for Accreditation of Baccalaureate and Graduate Nursing Programs (Amended 2018)].</li> <li>▪ The program should note any exclusions in the calculation explanation.</li> </ul> </li> </ul> </li> <li>• Programs are <u>not</u> required to meet their expected levels of achievement.               <ul style="list-style-type: none"> <li>○ Attest to whether the program’s student achievement outcomes met or exceeded its expected level of achievement. An aggregated percentage at or above the competency expected levels of achievement is considered achievement of that competency.</li> <li>○ When expected levels of achievement are not met, discuss the plan to make data-informed changes in response to <b>AS 5.0.1(c)</b>.</li> </ul> </li> <li>• Programs present multiple levels of data:</li> </ul>	<p>interprofessional education) are not included in the data because programs are assessing student competence for professional social work practice.</p> <ul style="list-style-type: none"> <li>○ Only students enrolled in the social work program and preparing for practice must be assessed and competency-based outcomes reviewed to inform the program's efficacy/continuous improvement.</li> <li>• The following instruments may be used for internal quality assurance purposes, yet the resulting data should not be included in the calculations submitted in accreditation documents for compliance purposes:               <ul style="list-style-type: none"> <li>○ Student self-assessments</li> <li>○ Assessment of student competence by any other non-faculty or non-field personnel (e.g., staff, community members/local social workers)</li> <li>○ Students and field personnel may jointly discuss and identify a course grade to reflect the student’s academic performance, yet assessment of competence must be completed by faculty or field personnel. Student self-assessment scores should not be included in the field personnel’s assessment of their demonstration of competency.</li> </ul> </li> <li>• The number of students assessed (i.e., <math>n = \#</math>) may differ per measure due to variance in data collection points, formulas, calculations, and data collection issues (e.g., missing or omitted scores).</li> <li>• <i>For multiple program options:</i> When students enroll in courses across multiple program options, delineate data by the program option where each student</li> </ul>



COMPLIANCE STATEMENTS	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
	<ul style="list-style-type: none"> <li>○ Behavior-level data (<i>if</i> collected via the real or simulated practice instrument)</li> <li>○ Competency-level data for each instrument</li> <li>○ Competency-level data, aggregated to include all instruments</li> <li>○ Program option-level data for each program option</li> </ul>	<p>receives the majority (51% or more) of their social work curriculum.</p> <ul style="list-style-type: none"> <li>● <i>Cascade effect</i>: When <b>AS 5.0.1(b)</b> is cited by the BOA, <b>AS 5.0.1(a)</b>, <b>AS 5.0.1(c)</b>, and <b>AS 5.0.1(d)</b> are frequently cited due to the integration of these standards.</li> <li>● Use subheadings to clearly address each component of the standard.</li> </ul>
<p>b. The program provides the calculations for the nine social work competencies (and any additional competencies added by the program), including all instruments.</p>	<ul style="list-style-type: none"> <li>● Explain the formula.</li> <li>● Show the calculation.</li> <li>● Programs have autonomy to determine their calculation method/formula for determining whether students met or exceeded expected levels of achievement.</li> <li>● Programs may elect to weight instruments differently.</li> </ul>	<hr style="border-top: 1px dashed black;"/> <p><b><u>Candidate Programs</u></b> / <i>AS 5.0.1(b)</i> is reviewed for:</p> <ul style="list-style-type: none"> <li>● Draft at Benchmark 1 &amp; 2</li> <li>● Compliance at Benchmark 3</li> </ul>
<p>c. The program provides its outcomes in relation to its expected level of student achievement for each competency</p>	<ul style="list-style-type: none"> <li>● Present data in percentages (%). <ul style="list-style-type: none"> <li>○ Do <u>not</u> present data in averages/means (i.e., average percentage of students attaining competency). <ul style="list-style-type: none"> <li>▪ Means can skew data due to outliers.</li> </ul> </li> <li>○ Data must be presented as the percentage of students attaining the program’s expected level of achievement.</li> <li>○ The percentage of students attaining the program’s expected level of achievement for the competency is inclusive of all identified instruments for that competency (e.g., Instrument 1 + Instrument 2/2 = Total % of Students Achieving Competency).</li> </ul> </li> <li>● Present all data by the BOA’s final decision phase. <ul style="list-style-type: none"> <li>○ If data is incomplete, partial, or missing for one or more program options, the BOA may choose a variety of decision types including</li> </ul> </li> </ul>	

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
	<p>but not limited to deferral, progress report, etc.</p> <ul style="list-style-type: none"> <li>○ <i>For programs under review for an Initial Accreditation decision:</i> If the program documents they will graduate their first cohort of students within 1-year, the program may be granted initial accreditation with a progress report. <ul style="list-style-type: none"> <li>▪ In such cases, the program is permitted up to 1-year from the initial accreditation date to collect and present one (1) year of data.</li> </ul> </li> </ul>	
<p>d. The program provides outcomes for each program option and in aggregate.</p>	<ul style="list-style-type: none"> <li>● Explicitly address each program option. <ul style="list-style-type: none"> <li>○ Present program option-level data for each program option.</li> <li>○ Present program option-level data for each program option, aggregated to include all program options.</li> <li>○ Programs must delineate students by program option where they are receiving a majority (51% or more) of the social work curriculum.</li> </ul> </li> </ul>	

**Accreditation Standard 5.0.1(c):** The program has a process to formally review its assessment plan and outcomes related to student achievement of the nine social work competencies (and any additional competencies added by the program). The program makes specific changes to its explicit curriculum based on its outcomes, with clear links to data.

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
<p>a. The program describes the process used to formally review its assessment plan and</p>	<ul style="list-style-type: none"> <li>● Describe the process used to formally review the: <ul style="list-style-type: none"> <li>○ Assessment plan [AS 5.0.1(a)]</li> <li>○ Competency-based student learning outcomes/data [AS 5.0.1(b)]</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● What process or mechanism is employed to formally review the assessment plan and make decisions about retaining, modifying, or changing the plan?</li> </ul>

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
outcomes related to student achievement of the nine social work competencies (and any additional competencies added by the program)		<ul style="list-style-type: none"> <li>○ Which decision-makers are involved in crafting and reviewing the assessment plan?</li> <li>○ How are decisions made to sustain or update the program's assessment plan?</li> <li>○ How is the assessment plan evaluated routinely?</li> </ul>
b. The program describes specific changes made to its explicit curriculum based on its most recent assessment outcomes, presented in Accreditation Standard 5.0.1(b), with clear links to the data.	<ul style="list-style-type: none"> <li>• Discuss two (2) or more aspects of the explicit curriculum that required further development and were changed to improve competency-based student learning outcomes. <ul style="list-style-type: none"> <li>○ Cite the specific data to explicitly link to the assessment outcomes/findings.</li> <li>○ Changes can be minor or major.</li> <li>○ Changes must reflect active and intentional progress toward improving competency attainment.</li> <li>○ It is insufficient to only discuss changing instrument(s) and/or expected levels of achievement.</li> </ul> </li> <li>• Descriptions of specific changes must include details to understand the specific plans to improve the program.</li> <li>• Programs are <u>not</u> required to meet their expected levels of achievement. <ul style="list-style-type: none"> <li>○ When expected levels of achievement are not met, discuss the plan to make data-informed changes.</li> </ul> </li> <li>• If no changes are made nor reported, provide a rationale and the implications for program renewal for that decision.</li> </ul>	<ul style="list-style-type: none"> <li>• What process or mechanism is employed to formally review the assessment outcomes, and make data-informed decisions to continuously improve the program? <ul style="list-style-type: none"> <li>○ How do decision-makers determine the meaning of the data and implications of the findings?</li> <li>○ How are decisions made to modify the program based on the data?</li> <li>○ How are decisions made to renew effective elements of the program?</li> <li>○ Examples include review of data and decision-making via: program administrators, faculty committee(s), discuss at faculty retreats, sharing with student governance groups for feedback, community or field advisory boards reflections, etc.</li> <li>○ How is the program using data to make enhancements to the curriculum and improve competency-based student learning outcomes?</li> </ul> </li> <li>• Example changes: <ul style="list-style-type: none"> <li>○ Course modifications</li> <li>○ Curriculum design adjustments</li> <li>○ Training enhancements</li> </ul> </li> </ul>
c. The program addresses all program options	<ul style="list-style-type: none"> <li>• Explicitly address each program option.</li> </ul>	<ul style="list-style-type: none"> <li>• Example of verbiage for a specific change: This [change] in this [course] is intended to improve [competency #] as only [%] of students attained</li> </ul>

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
		<p>competency compared to the [%] expected level of achievement as desired.</p> <ul style="list-style-type: none"> <li>○ Example: The program made a modification to a policy assignment in SW 305: Social Policy Advocacy, requiring students to contact a state or federal representative to advocate for a social policy and complete a policy brief, after the data revealed that only 82% of students met the competency expected levels of achievement (85%).</li> <li>● <i>Cascade effect:</i> When <b>AS 5.0.1(c)</b> is cited by the BOA, <b>AS 5.0.1(a)</b>, <b>AS 5.0.1(b)</b>, and <b>AS 5.0.1(d)</b> are frequently cited due to the integration of these standards.</li> <li>● Use subheadings to clearly address each component of the standard.</li> </ul> <hr/> <p><b><u>Candidate Programs</u></b> / <i>AS 5.0.1(c) is reviewed for:</i></p> <ul style="list-style-type: none"> <li>● Draft at Benchmark 1 (compliance statements a and c)</li> <li>● Approval at Benchmark 2 (compliance statements a and c)</li> <li>● Draft at Benchmark 2 (compliance statement b)</li> <li>● Compliance at Benchmark 3 (compliance statements a, b, and c)</li> </ul>

**Accreditation Standard 5.0.1(d):** The program posts its assessment plan and summary outcomes publicly on its webpage using Form AS 5.0.1(d). The findings are updated every two years, at minimum.

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
<p>a. The program submits Form AS B5.0.1(d) or Form AS M5.0.1(d) to report its assessment plan and most recent assessment summary outcomes.</p>	<ul style="list-style-type: none"> <li>• <b>REQUIRED FORM:</b> <a href="#">Form AS B5.0.1(d) or Form AS M5.0.1(d)</a> <ul style="list-style-type: none"> <li>○ <i>Baccalaureate Programs:</i> Form AS B5.0.1(d) Public Reporting of Assessment Outcomes (Baccalaureate)</li> <li>○ <i>Master’s Programs:</i> Form AS M5.0.1(d) Public Reporting of Assessment Outcomes (Master’s)</li> </ul> </li> <li>• Input the current assessment plan into the form per <b>AS 5.0.1(a)</b> that aligns with the data presented in <b>AS 5.0.1(b)</b>.</li> <li>• Input the most recent set of outcomes/data into the form per <b>AS 5.0.1(b)</b> that aligns with the plan presented in <b>AS 5.0.1(a)</b>. <ul style="list-style-type: none"> <li>○ Outcomes/data must be current or prior, yet still recent.</li> <li>○ Data points are <u>not</u> required to be collected from the same academic year.</li> <li>○ Data points are <u>not</u> required to reflect the same set of students assessed.</li> </ul> </li> <li>• Data on <i>Form AS B5.0.1(d)</i> or <i>Form AS M5.0.1(d)</i> must be collected within two (2) years <u>at all times</u>. <ul style="list-style-type: none"> <li>○ The two (2) years is calculated from the date the data was collected, <u>not</u> the date the program posted the form.</li> </ul> </li> <li>• If programs use a cohort model and only admit students every three (3) years, it is permissible to post assessment outcomes for those cohorts only every three (3) years.</li> <li>• Include only social work students in the outcomes/data.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SAMPLE:</b> <a href="#">Form AS B/M5.0.1(d)</a> – Public Reporting of Assessment Outcomes</li> <li>• Regularly informing the public of assessment outcomes is a requirement of the <a href="#">Council for Higher Education Accreditation (CHEA)</a> who recognizes CSWE’s BOA as the sole accreditor for social work education in the U.S. and its territories.</li> <li>• Rationale for including only social work students in the outcomes/data: <ul style="list-style-type: none"> <li>○ For accreditation purposes, non-social work students enrolled in social work courses (e.g., interprofessional education) are not included in the data because programs are assessing student competence for professional social work practice.</li> <li>○ Only students enrolled in the social work program and preparing for practice must be assessed and competency-based outcomes reviewed to inform the program's efficacy/continuous improvement.</li> </ul> </li> <li>• The following instruments may be used for internal quality assurance purposes, yet the resulting data should not be included in the calculations submitted in accreditation documents for compliance purposes: <ul style="list-style-type: none"> <li>○ Student self-assessments</li> <li>○ Assessment of student competence by any other non-faculty or non-field personnel (e.g., staff, community members/local social workers)</li> <li>○ Students and field personnel may jointly discuss and identify a course grade to reflect</li> </ul> </li> </ul>

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
	<ul style="list-style-type: none"> <li>○ If students are assessed in cross-listed or interdisciplinary courses, present the data for social work students only.</li> <li>● The number of students assessed (i.e., n = #) must be published for programs of all sizes.</li> <li>● Programs have autonomy to determine their calculation method/formula for determining whether students met or exceeded expected levels of achievement.</li> <li>● Present data in percentages (%). <ul style="list-style-type: none"> <li>○ Do <u>not</u> present data in averages/means (i.e., average percentage of students attaining competency). <ul style="list-style-type: none"> <li>▪ Means can skew data due to outliers.</li> </ul> </li> <li>○ Data must be presented as the percentage of students attaining the benchmarks.</li> <li>○ On the required form, the percentage of students attaining the expected level of achievement is inclusive of all identified instruments for that competency (e.g., Instrument 1 + Instrument 2/2 = Total % of Students Achieving Competency).</li> </ul> </li> <li>● Present all data by the BOA’s final decision phase. <ul style="list-style-type: none"> <li>○ If data is incomplete, partial, or missing for one or more program options, the BOA may choose a variety of decision types including but not limited to deferral, progress report, etc.</li> <li>○ <i>For programs under review for an Initial Accreditation decision:</i> If the program documents they will graduate their first cohort of students within 1-year, the program may be</li> </ul> </li> </ul>	<p>the student’s academic performance, yet assessment of competence must be completed by faculty or field personnel. Student self-assessment scores should not be included in the field personnel’s assessment of their demonstration of competency.</p> <ul style="list-style-type: none"> <li>● <i>Example of calculating 2-years for posting Form AS4:</i> If a program posted data from Fall 2023 and Spring 2024 in September 2024, then the program would be due to post data again at the end of Spring 2026.</li> <li>● The number of students assessed (i.e., n = #) may differ per measure due to variance in data collection points, formulas, calculations, and data collection issues (e.g., missing or omitted scores).</li> <li>● <i>For multiple program options:</i> When students enroll in courses across multiple program options, delineate data by the program option where each student receives the majority (51% or more) of their social work curriculum.</li> <li>● <i>Cascade effect:</i> When <b>AS 5.0.1(d)</b> is cited by the BOA, <b>AS 5.0.1(a)</b>, <b>AS 5.0.1(b)</b>, and <b>AS 5.0.1(c)</b> are frequently cited due to the integration of these standards.</li> <li>● Use subheadings to clearly address each component of the standard.</li> </ul> <hr/> <p><b>Candidate Programs</b> / AS 5.0.1(d) is reviewed for:</p> <ul style="list-style-type: none"> <li>● Draft at Benchmark 1 &amp; 2</li> <li>● Compliance at Benchmark 3</li> </ul>

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
	<p>granted initial accreditation with a progress report.</p> <ul style="list-style-type: none"> <li>▪ In such cases, the program is permitted up to 1-year from the initial accreditation date to collect and present one (1) year of data.</li> <li>• Programs are <u>not</u> required to meet their expected levels of achievement. <ul style="list-style-type: none"> <li>○ When expected levels of achievement are not met, discuss the plan to make data-informed changes in response to <b>AS 5.0.1(c)</b>.</li> </ul> </li> </ul>	
<p>b. The program provides a hyperlink to the program’s webpage where the assessment plan and summary outcomes are publicly displayed.</p>	<ul style="list-style-type: none"> <li>• Submit an active hyperlink to the social work program’s website to verify routine posting of <i>Form AS B5.0.1(d)</i> or <i>Form AS M5.0.1(d)</i> for the public. <ul style="list-style-type: none"> <li>○ The hyperlink <u>cannot</u> lead directly to file (e.g., pdf or other file type).</li> <li>○ Submitting a file link does <u>not</u> provide evidence that the form is readily accessible on the program’s website.</li> <li>○ BOA and accreditation staff must be able to easily verify the public-facing location where the form is posted and will not search websites for the form.</li> </ul> </li> <li>• The form posted on the program’s website must exactly match the form submitted in the accreditation document.</li> <li>• Identify the frequency at which the program updates and posts <i>AS B5.0.1(d)</i> or <i>Form AS M5.0.1(d)</i> on the program’s website. <ul style="list-style-type: none"> <li>○ The frequency must not exceed two (2) years.</li> </ul> </li> </ul>	
<p>c. The program provides outcomes for each program option and in aggregate</p>	<ul style="list-style-type: none"> <li>• Explicitly address each program option.</li> </ul>	



**Accreditation Standard 5.0.2(a):** The program has a systematic plan to assess anti-racism, diversity, equity, and inclusion (A DEI) efforts within the program’s implicit curriculum.

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
<p>a. The program identifies at least one of its A DEI efforts related to the implicit curriculum as reported in Accreditation Standard 2.0.2.</p>	<ul style="list-style-type: none"> <li>Identify at least one (1) A DEI implicit curriculum effort reported in response to <b>AS 2.0.2</b> to assess.</li> </ul>	<ul style="list-style-type: none"> <li><b>Definitions:</b> <ul style="list-style-type: none"> <li><a href="#">Anti-oppression</a></li> <li><a href="#">Anti-racism</a></li> <li><a href="#">Diversity</a></li> <li><a href="#">Equity</a></li> <li><a href="#">Implicit Curriculum</a></li> <li><a href="#">Intersectionality</a></li> </ul> </li> </ul>
<p>b. The program explains its assessment plan for the identified A DEI effort(s), including stakeholders involved.</p>	<ul style="list-style-type: none"> <li>Assessment must occur at the program-level (baccalaureate or master’s) rather than the school/department-level or institutional-level.</li> <li>Explain the A DEI assessment plan, including: <ul style="list-style-type: none"> <li>Which A DEI area(s) are assessed</li> <li>Which instrument(s) are used</li> <li>When assessment occurs</li> <li>Which stakeholder group(s) provides feedback on A DEI implicit curriculum effort(s) identified</li> <li>Which program personnel administers the assessment</li> </ul> </li> <li>Qualitative, quantitative, or mixed methods instrument are permitted.</li> <li>Student feedback instruments requesting students evaluate, rate, or rank implicit curriculum A DEI efforts are permitted. <ul style="list-style-type: none"> <li>Student self-assessment of competence is <u>not</u> permitted.</li> </ul> </li> <li><i>Optional:</i> Sampling is permitted.</li> <li><i>Optional:</i> Assessing different A DEI efforts related to the implicit curriculum annually is permitted.</li> </ul>	<ul style="list-style-type: none"> <li><i>Focus of this standard:</i> A DEI implicit curriculum (learning environment) efforts beyond the formal curriculum design/offerings.</li> <li>Do <u>not</u> discuss the explicit curriculum (e.g., coursework, competencies, behaviors, dimensions, student learning outcomes).</li> <li>Example <b>instruments</b> include: <ul style="list-style-type: none"> <li>Exit surveys</li> <li>Interviews</li> <li>Focus groups</li> <li>Alumni surveys</li> <li>Culture/climate surveys</li> <li>Strategic planning process data collection</li> <li>Post-event surveys</li> <li>Chat box qualitative data and/or polling quantitative data from virtual events</li> </ul> </li> <li>Example stakeholders: <ul style="list-style-type: none"> <li>Students</li> <li>Faculty</li> <li>Staff</li> <li>Administrators</li> <li>Alumni</li> </ul> </li> </ul>



COMPLIANCE STATEMENTS	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
c. The program explains its data collection procedures.	<ul style="list-style-type: none"> <li>• Document when the data was collected.</li> <li>• Explain the data collection procedures (e.g., paper survey, virtual interview, focus group).</li> <li>• Explain how the data is compiled and calculated to result in the outcome/data presented in <b>AS 5.0.2(b)</b>.</li> </ul>	<ul style="list-style-type: none"> <li>○ Field instructors</li> <li>○ Committees</li> <li>○ Community advisory board members</li> <li>• Use subheadings to clearly address each component of the standard.</li> </ul>
d. The program provides copies of all instruments used to assess ADEI efforts.	<ul style="list-style-type: none"> <li>• Embed copies of all instruments used to assess ADEI efforts. <ul style="list-style-type: none"> <li>○ Instruments featuring both implicit and explicit curriculum questions must clearly identify and label the ADEI implicit curriculum questions.</li> </ul> </li> </ul>	<hr/> <p><b><u>Candidate Programs</u></b> / AS 5.0.2(a) is reviewed for:</p> <ul style="list-style-type: none"> <li>• Draft at Benchmark 1</li> <li>• Approval at Benchmark 2</li> <li>• Compliance at Benchmark 3</li> </ul>
e. The program addresses all program options.	<ul style="list-style-type: none"> <li>• Explicitly address each program option. <ul style="list-style-type: none"> <li>○ Programs may elect to use the same or different assessment plans per each program option.</li> </ul> </li> </ul>	

**Accreditation Standard 5.0.2(b):** The program has a process to formally review its ADEI assessment plan and outcomes. The program makes specific changes to its implicit curriculum based on its outcomes, with clear links to data.

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
a. The program presents its ADEI assessment outcomes from the most recent year.	<ul style="list-style-type: none"> <li>• Provide the most recent set of outcomes/data from the ADEI assessment plan presented in <b>AS 5.0.2(a)</b>.</li> <li>• State when the data were collected.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Definitions:</b> <ul style="list-style-type: none"> <li>○ <a href="#">Anti-oppression</a></li> <li>○ <a href="#">Anti-racism</a></li> <li>○ <a href="#">Diversity</a></li> <li>○ <a href="#">Implicit Curriculum</a></li> <li>○ <a href="#">Intersectionality</a></li> </ul> </li> <li>• What process or mechanism is employed to formally review the ADEI assessment plan and make decisions about retaining, modifying, or changing the plan?</li> </ul>
b. The program describes the processes used to formally review its ADEI assessment plan as presented in Accreditation Standard 5.0.2(a).	<ul style="list-style-type: none"> <li>• Describe the process used to formally review the ADEI assessment plan presented in <b>AS 5.0.2(a)</b>.</li> </ul>	

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
c. The program describes the processes used to formally review its ADEI assessment outcomes.	<ul style="list-style-type: none"> <li>Describe the process used to formally review the ADEI assessment outcomes/data.</li> </ul>	<ul style="list-style-type: none"> <li>Which decision-makers are involved in crafting and reviewing the ADEI assessment plan?</li> <li>How are decisions made to sustain or update the program's ADEI assessment plan?</li> <li>How is the ADEI assessment plan evaluated routinely?</li> <li>What process or mechanism is employed to formally review the ADEI assessment outcomes and make data-informed decisions to continuously improve the program?               <ul style="list-style-type: none"> <li>How do decision-makers determine the meaning of the data and implications of the findings?</li> <li>How are decisions made to modify the program based on the data?</li> <li>Examples include review of data and decision-making via: program administrators, faculty committee(s), discuss at faculty retreats, sharing with student governance groups for feedback, community or field advisory boards reflections, etc.</li> <li>How is the program using data to make changes to the implicit curriculum?</li> </ul> </li> <li>Example changes include:               <ul style="list-style-type: none"> <li>Training enhancements</li> <li>New extracurricular offerings</li> <li>Resource enhancements</li> <li>Policy and procedure changes</li> <li>New events, conferences, speaker series, initiatives, student organization projects,</li> <li>Investment in culture/climate work</li> <li>Adjustments to strategic planning goals</li> <li>New scholarship programs</li> </ul> </li> </ul>
d. The program describes specific changes made to the implicit curriculum based on its most recent assessment outcomes, presented in Accreditation Standard 5.0.2(a), with clear links to the data.	<ul style="list-style-type: none"> <li>Changes made must be at the program-level (baccalaureate or master's) rather than the school/department-level or institutional-level.</li> <li>Discuss the ADEI implicit curriculum efforts that required further development and were changed to improve the program.</li> <li>Cite the specific data used to inform the changes to explicitly link to the assessment data.</li> <li>Descriptions of specific changes must include details to understand the specific plans to improve the program.</li> <li>If no changes are made nor reported, provide a rationale and the implications for program renewal for that decision.</li> </ul>	
e. The program addresses all program options	<ul style="list-style-type: none"> <li>Explicitly address each program option.               <ul style="list-style-type: none"> <li>Present program option-level data for each program option.</li> <li>Present aggregated data including all program options.</li> <li>Programs must delineate students by program option where they are receiving a majority (51% or more) of the social work curriculum.</li> </ul> </li> </ul>	

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
		<ul style="list-style-type: none"> <li>○ New community partnerships</li> <li>○ Establish partnerships in institution-wide events/initiatives</li> <li>○ Social work program representation on institution-wide committees</li> <li>○ Website or publication revisions</li> <li>○ Expansion of ADEI implicit curriculum assessment plans</li> <li>○ Enhancements for accessibility</li> <li>○ Admissions recruitment expansions/adaptations</li> <li>○ Review examples of specific and continuous implicit curriculum ADEI efforts under <a href="#">AS 2.0.2</a></li> </ul> <ul style="list-style-type: none"> <li>● <i>For multiple program options:</i> When students enroll in courses across multiple program options, delineate data by the program option where each student receives the majority (51% or more) of their social work curriculum.</li> </ul> <hr/> <p><b><u>Candidate Programs</u></b> / AS 5.0.2(b) is reviewed for:</p> <ul style="list-style-type: none"> <li>● Draft at Benchmark 1 &amp; 2</li> <li>● Compliance at Benchmark 3</li> </ul>

**Accreditation Standard 5.0.3:** The program monitors its program outcomes through graduation rates and at least one additional outcome (i.e., employment rates, higher education acceptance rates, time to program completion). The annual collection period and benchmarks for graduation rates and the chosen outcome(s) are determined by the program.

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
a. The program submits Form AS 5.0.3.	<ul style="list-style-type: none"> <li>• <b>REQUIRED FORM:</b> <a href="#">Form AS 5.0.3 – Program Outcomes Assessment</a></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Definitions:</b> <ul style="list-style-type: none"> <li>○ <a href="#">Benchmark</a></li> <li>○ <a href="#">Context</a></li> <li>○ <a href="#">Employment Rate</a></li> <li>○ <a href="#">Graduation Rate</a></li> <li>○ <a href="#">Higher Education Acceptance Rate</a></li> <li>○ <a href="#">Time to Program Completion</a></li> <li>○ <a href="#">Program Outcomes</a></li> <li>○ <a href="#">Rationale</a></li> </ul> </li> <li>• <b>SAMPLE:</b> <a href="#">Form AS 5.0.3 – Program Outcomes Assessment</a></li> <li>• <i>Graduation rate example benchmark:</i> <ul style="list-style-type: none"> <li>○ 70% of students will graduate from the program each academic year.</li> </ul> </li> <li>• <i>Employment rate example benchmark:</i> <ul style="list-style-type: none"> <li>○ 85% of graduates will be employed within 1-year of graduation.</li> </ul> </li> <li>• <i>Higher education acceptance rate example benchmark:</i> <ul style="list-style-type: none"> <li>○ 25% of graduates will be accepted into higher education programs, including master’s and doctoral programs of any discipline, within 1-year of graduation.</li> </ul> </li> <li>• <i>Time to program completion example benchmark:</i> <ul style="list-style-type: none"> <li>○ 80% of students will complete the program in 150% of the program’s identified time period.</li> <li>○ 85% of full-time students will complete the program within 2-years.</li> <li>○ 80% of students will complete the program within 4-years.</li> </ul> </li> <li>• <i>For multiple program options:</i> When students enroll in courses across multiple program options, delineate data by the program option where each student</li> </ul>
b. The program identifies the program outcome(s) it monitors.	<ul style="list-style-type: none"> <li>• Every program must monitor graduation rates.</li> <li>• Select and identify at least one (1) additional outcome the program monitors from the following options: <ul style="list-style-type: none"> <li>○ Employment rate</li> <li>○ Higher education acceptance rate</li> <li>○ Time to program completion</li> </ul> </li> </ul>	
c. The program provides the program-determined benchmark for its graduation rates and identified program outcome(s).	<ul style="list-style-type: none"> <li>• Programs have autonomy to set their benchmarks consistent with the program’s mission and context. <ul style="list-style-type: none"> <li>○ Programs are <u>not</u> required to meet their benchmarks.</li> <li>○ Programs may choose to have a different benchmark per program option.</li> <li>○ Program benchmarks are inclusive of all program plans of study (e.g., full-time, part-time)</li> </ul> </li> </ul>	
d. The program provides the benchmark rationale for its graduation rates and identified program outcome(s).	<ul style="list-style-type: none"> <li>• Provide a rationale for each program outcome benchmark. <ul style="list-style-type: none"> <li>○ If benchmarks differ by program option, provide a rationale for each program outcome for each program option</li> </ul> </li> </ul>	
e. The program explains how it calculates its graduation rates and identified program outcome(s).	<ul style="list-style-type: none"> <li>• Describe the calculation/formula for each program outcome. <ul style="list-style-type: none"> <li>○ Programs have autonomy to determine their calculation method/formula.</li> </ul> </li> <li>• <b>Employment rate:</b> <ul style="list-style-type: none"> <li>○ Percentage of graduates who are employed within the program’s identified timeframe.</li> <li>○ Programs must explicitly state the timeframe.</li> <li>○ Graduates do <u>not</u> need to be employed in the social work field.</li> </ul> </li> </ul>	

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
	<ul style="list-style-type: none"> <li>○ Sampling is permitted.</li> <li>● <b>Graduation rate:</b> <ul style="list-style-type: none"> <li>○ Percentage of students who graduate from the program per academic year from those that were anticipated to graduate.</li> <li>○ Include all anticipated graduates in the calculation.</li> <li>○ Sampling is <u>not</u> permitted.</li> <li>○ Programs have autonomy to determine the student-level data that comprises final outcomes. <ul style="list-style-type: none"> <li>▪ Programs can choose to include or exclude data for students that did not graduate due to extenuating circumstances, such as family obligations, relocation, financial barriers, and decisions to change major or to transfer to another institution of higher education [adapted from CCNE, Standards for Accreditation of Baccalaureate and Graduate Nursing Programs (Amended 2018)].</li> <li>▪ The program should note any exclusions in the calculation explanation.</li> </ul> </li> </ul> </li> <li>● <b>Higher education acceptance rate:</b> <ul style="list-style-type: none"> <li>○ Percentage of graduates who are accepted into higher education programs, including master’s and doctoral programs of any discipline, within the program’s identified timeframe.</li> <li>○ Programs must explicitly state the timeframe.</li> <li>○ Sampling is permitted.</li> </ul> </li> </ul>	<p>receives the majority (51% or more) of their social work curriculum.</p> <hr/> <p><b>Candidate Programs</b> / AS 5.0.3 is reviewed for:</p> <ul style="list-style-type: none"> <li>● Draft at Benchmark 1 &amp; 2</li> <li>● Compliance at Benchmark 3</li> <li>● <i>For Benchmark 3:</i> Programs may be able to provide graduation rates and time to program completion data. However, all programs may not have employment and/or higher education acceptance rate data.</li> </ul>

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
	<ul style="list-style-type: none"> <li>• <b>Time to program completion:</b> <ul style="list-style-type: none"> <li>○ Percentage of students who completed the program within the program’s identified time period(s).</li> <li>○ Programs must explicitly state the timeframe.</li> <li>○ Include all students in the calculations.</li> <li>○ Sampling is <u>not</u> permitted.</li> <li>○ Programs have autonomy to determine the student-level data that comprises final outcomes. <ul style="list-style-type: none"> <li>▪ Programs can choose to include or exclude data for students that did not complete the program due to extenuating circumstances, such as family obligations, relocation, financial barriers, and decisions to change major or to transfer to another institution of higher education [adapted from CCNE, Standards for Accreditation of Baccalaureate and Graduate Nursing Programs (Amended 2018)].</li> <li>▪ The program should note any exclusions in the calculation explanation.</li> </ul> </li> <li>○ The completion time period(s) and the benchmark for completion rates are determined by the program consistent with the program’s mission and context.</li> </ul> </li> </ul>	
<p>f. The program provides a minimum of the three most recent years of available graduation rates and identified program</p>	<ul style="list-style-type: none"> <li>• Determine the annual collection period consistent with the program’s mission and context.</li> <li>• At minimum accredited programs provide: <ul style="list-style-type: none"> <li>○ One (1) year of data if submitting an accreditation document in 2023 or 2024.</li> </ul> </li> </ul>	

COMPLIANCE STATEMENTS	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
outcome(s) and presents the data.	<ul style="list-style-type: none"> <li>○ Two (2) years of data if submitting an accreditation document in 2025 or 2026.</li> <li>○ Three (3) years of data if submitting an accreditation document in 2027 and beyond.</li> <li>● At minimum Candidate Programs provide one (1) year of data. <ul style="list-style-type: none"> <li>○ <i>For programs under review for an Initial Accreditation decision:</i> If the program documents they will graduate their first cohort of students within 1-year, the program may be granted initial accreditation with a progress report.</li> <li>○ In such cases, the program is permitted up to 1-year from the initial accreditation date to collect and present one (1) year of data.</li> </ul> </li> </ul>	
g. Data are reported for each program option and in aggregate, including all program options.	<ul style="list-style-type: none"> <li>● Explicitly address each program option. <ul style="list-style-type: none"> <li>○ Present program option-level data for each program option.</li> <li>○ Present aggregated data including all program options.</li> </ul> </li> </ul>	
h. The program explains how these data are used for continuous program improvement and decision making for improving graduation rates and identified program outcome(s).	<ul style="list-style-type: none"> <li>● Describe the process for reviewing this data for continuous program improvement and decision making to improve graduation rates and the program’s other identified program outcome(s).</li> </ul>	

# GLOSSARY

## Accreditation

A system for recognizing educational institutions and professional programs affiliated with those institutions for a level of performance and integrity based on review against a specific set of published criteria or standards. The process includes the submission of a self-study document that demonstrates how standards are being met, an onsite review by a selected group of peers, and a decision by an independent board or commission that either grants or denies accredited status on the basis of how well the standards are met.

## Anti-oppression

Strategies, theories, actions, and practices that actively challenge systems of oppression on an ongoing basis in one's daily life and in social justice/change work. Anti-oppression work seeks to recognize the oppression that exists in our society and attempts to mitigate its effects and eventually equalize the power imbalance in our communities. Oppression operates at different levels (from individual to institutional to cultural) and so anti-oppression must as well.

*Simmons University Library. [2021]. Anti-oppression. Retrieved February 22, 2022.  
<https://simmons.libguides.com/anti-oppression>*

*Related Standards:* [AS 1.0.1](#); [AS 2.0.1](#); [AS 5.0.2\(a\)](#); [AS 5.0.2\(d\)](#)

## Anti-racism

A process of actively identifying and opposing racism. The goal of anti-racism is to challenge racism and actively change the policies, behaviors, and beliefs that perpetuate racist ideas and actions.

*Related Standards:* [AS 1.0.1](#); [AS 2.0.1](#); [AS 5.0.2\(a\)](#); [AS 5.0.2\(d\)](#)

## Approving Field Education Settings

Selecting and forming an educational partnership with qualified agencies/organizations that will host social work students and provide competency-based learning.

*Related Standards:* [AS 3.3.4](#)

## Area of Specialized Practice

An umbrella term. Programs may elect to use other terminology (e.g., specialization, concentration, track, focus, area) to label their area(s) of specialized practice.

*Related Standards:* [AS M3.2.1](#)

## Articulation

Ways the program conveys information via written communication means (e.g., documents, manuals, handbooks, syllabi, platforms and/or websites, presentations, orientation, training).



*Related Standards:* [AS 3.3.3](#); [AS 3.3.4](#); [AS 3.3.5](#); [AS B3.3.6](#); [AS M3.3.6](#); [AS 3.3.7](#); [AS B4.1.2](#); [AS M4.1.2](#); [AS 4.1.3](#); [AS 4.1.4](#); [AS 4.1.5](#); [AS 4.1.6](#); [AS 4.1.7](#); [AS 4.1.8](#)

## **Behaviors**

Observable actions that demonstrate an integration of knowledge, values, skills, and cognitive and affective processes. Observable components of the competency which operationalize the competency in *real or simulated practice* (e.g., field settings).

*Related Standards:* [AS 3.1.2](#); [AS M3.2.1](#); [AS M3.2.4](#); [AS 3.3.3](#); [AS 5.0.1\(a\)](#)

## **Benchmark**

The percentage of students the program wants to achieve its program outcomes.

*Related Standards:* [AS 5.0.3](#)

## **Clients and Constituents**

Those served by social workers, including individuals, families, groups, organizations, and communities.

*Related Standards:* [AS 3.3.3](#)

## **Cognitive and Affective Processes**

Critical thinking is an intellectual, disciplined process of conceptualizing, analyzing, evaluating, and synthesizing multiple sources of information generated by observation, reflection, and reasoning. Affective reactions are the ways in which our emotions influence our thinking and subsequently our behavior. Exercise of judgment is the capacity to perceive and discern multiple sources to form an opinion (pg. 7 of the [EPAS](#)).

*Related Standards:* [AS 3.1.2](#); [AS M3.2.1](#); [AS M3.2.4](#); [AS 5.0.1\(a\)](#)

## **Competency-Based Education**

Rests upon a shared view of the nature of competence in professional practice. Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being. EPAS recognizes a holistic view of competence; that is, the demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations. Overall professional competence is multi-dimensional 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 (pg. 7 of the [EPAS](#)).

*Related Standards:* [AS 3.1.1](#); [AS M3.2.3](#)

## **Competency-Based Education Framework**

A framework where the focus is on the assessment of student learning outcomes (assessing students' ability to demonstrate the competencies identified in the educational policy) rather than on the assessment of inputs (such as coursework and resources available to students).

*Related Standards:* [AS 3.1.1](#)

## **Context**

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

*Related Standards:* [AS 1.0.2](#)

## **Course Credit**

Hours granted by the institution and social work program. Course credit does not refer to specific elements, activities, or assignments within an individual course.

*Related Standards:* [AS 4.1.5](#)

## **Curriculum**

All planned educational experiences under the direction of the social work program that facilitates student attainment of competencies. Social work curricula include supervised field education learning experiences.

*Related Standards:* [AS 3.1.1](#); [AS M3.2.3](#); [AS 4.3.2](#)

## **Curriculum Design**

Identifies the elements of the curriculum and states their relationships to each other. A design must be supported with a curriculum rationale to establish the means for competency attainment within the organization in which it operates.

*Related Standards:* [AS 3.1.1](#); [AS M3.2.3](#)

## **Degree from CSWE-Accredited Master's Program**

Degrees from CSWE-accredited programs or recognized through CSWE's International Social Work Degree Recognition and Evaluation Service or covered under a memorandum of understanding with international social work accreditors.

*Related Standards:* [AS B4.2.1](#); [AS M4.2.1](#)

## Diversity

The presence of differences that may include age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status.

*Related Standards:* [AS 1.0.1](#); [AS 2.0.1](#); [AS 5.0.2\(a\)](#); [AS 5.0.2\(b\)](#)

## Due Process

Appeals and grievance processes.

*Related Standards:* [AS 4.1.7](#)

## Employment rate

Percentage of graduates who are employed within the program's identified timeframe. Data are reported for each program option and in aggregate, including all program options. The benchmark for employment rates is determined by the program.

*Related Standards:* [AS 5.0.3](#)

## Environmental Justice

Environmental justice occurs when all people equally experience high levels of environmental protection, and no group or community is excluded from the environmental policy decision-making process or is affected by a disproportionate impact from environmental hazards. Environmental justice affirms the ecological unity and the interdependence of all species, respect for cultural and biological diversity, and the right to be free from ecological destruction. This includes responsible use of ecological resources, including the land, water, air, and food. (Adapted from CSWE Commission for Diversity and Social and Economic Justice and Commission on Global Social Work Education Committee on Environmental Justice, 2015).

*Related Standards:* [AS 1.0.1](#)

## Equity

Fair treatment, access, opportunity, and advancement, recognizing that all people do not all start from the same place. Equity is achieved by promoting justice, impartiality, and fairness within the procedures, processes, and distribution of resources by institutions or systems. Actively addressing equity issues requires understanding the root causes of outcome disparities in our society and making adjustments to imbalances.

*Related Standards:* [AS 2.0.1](#); [AS 4.1.1](#); [AS 4.1.8](#); [AS 4.3.3](#); [AS 4.4.5](#); [AS 5.0.2\(a\)](#)

## Explicit Curriculum

The program's design and delivery of formal education to students, and it includes the curriculum design, courses, course content, and field education curriculum used for each of its program options. (**EP 3.0**, pg. 17 of the [EPAS](#)).

*Related Standards:* [AS 2.0.1](#)

## **Faculty**

Full- and part-time faculty inclusive of all ranks such as tenure, tenure-track, adjunct, lecturer, etc.

*Related Standards:* [AS 4.1.6](#); [AS B4.2.1](#); [AS M4.2.1](#); [AS 4.2.2](#); [AS B4.2.3](#); [AS M4.2.3](#); [AS 4.3.2](#); [AS 4.3.3](#)

## **Field Education Hours**

Hours accrued through activities that enhance student social work competence, including field supervision, field seminar meeting time, and real-time encounters with clients and constituencies through in-person and technology-supported interactions in the field setting.

*Related Standards:* [AS 3.3.3](#)

## **Field Instructor**

Qualified individual that provides field supervision at the field setting or through alternative supervision arrangements.

**Related definition:** Field supervision

*Related Standards:* [AS B3.3.6](#); [AS M3.3.6](#)

## **Field Personnel**

Any individuals that facilitate the field education experience. This may include, yet is not limited to, the field director (regardless of their formal title), field liaisons, and field instructors/supervisors.

*Related Standards:* [AS 3.3.3](#); [AS 3.3.5](#); [AS B3.3.6](#); [AS M3.3.6](#); [AS 5.0.1\(a\)](#)

## **Field Supervision**

Structured planning, organizing, leading, and supporting student learning at field settings provided by a qualified field instructor.

**Related definition:** Field instructor

*Related Standards:* [AS 3.3.7](#)

## **Fringe**

Any extra benefits supplementing an employee's salary (e.g., the full compensation package, which may include retirement contributions, insurance, tuition reimbursement, employee meal plans).

*Related Standards:* [AS 4.4.1](#)

### **Full-time Equivalent (FTE)**

The institution's calculation of full-time faculty and students. Programs should calculate ratios that include full- and part-time faculty (not field instructors in field settings) and full- and part-time students in the full-time equivalency calculation.

*Related Standards:* [AS B4.2.3](#); [AS M4.2.3](#)

### **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 diverse individuals, families, groups, organizations, and communities, based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social, racial, economic, and environmental justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. (**EP 3.1**, pg. 17 of the [EPAS](#)).

*Related Standards:* [AS 3.1.1](#); [AS 3.1.2](#); [AS M3.2.2](#); [AS 3.3.1](#); [AS 5.0.1\(a\)](#)

### **Graduation rate**

Percentage of students who graduate the program per academic year. Data are reported for each program option and in aggregate, including all program options. The benchmark for graduation rates is determined by the program.

*Related Standards:* [AS 5.0.3](#)

### **Higher education acceptance rate**

Percentage of graduates who are accepted into higher education, including master's and doctoral programs of any discipline, within the program's identified timeframe Data are reported for each program option and in aggregate, including all program options. The benchmark for higher education acceptance rates is determined by the program

*Related Standards:* [AS 5.0.3](#)

### **Implicit Curriculum**

Consists of the student learning experience and the program context or environment. The implicit curriculum includes the following elements: student development, admissions, advising, retention, and termination; student participation in governance; faculty; administrative and governance structure; and resources. All elements of the implicit curriculum are expected to demonstrate the program's commitment to anti-racism, diversity, equity, and inclusion (ADEI). The student learning experience and environment are as important as the academic curriculum in

shaping the professional character and competence of the program's graduates (**EP 4.0**, pg. 24 of the [EPAS](#)).

*Related Standards:* [AS 2.0.2](#); [AS 4.1.8](#); [AS 5.0.2\(a\)](#); [AS 5.0.2\(b\)](#)

## **Inclusion**

The act of creating environments in which individuals and groups are engaged, respected, valued, and supported through the elimination of practices and behaviors that result in marginalization. Inclusion is achieved when all people are welcomed to fully participate.

*Related Standards:* [AS 2.0.1](#); [AS 4.1.1](#); [AS 4.1.8](#); [AS 4.3.3](#)

## **Interprofessional Education**

Occurs when students from two or more professions learn about, from, and with each other to enable effective collaboration and improve health outcomes. Once students understand how to work interprofessionally, they are ready to enter the workplace as a member of the collaborative practice team. This is a key step in moving health systems from fragmentation to a position of strength. (World Health Organization. [2010]. Framework for action on interprofessional education & collaborative practice.)

*Related Standards:* [AS 3.1.1](#); [AS M3.2.1](#)

## **Intersectionality**

A paradigm for understanding social identities and the ways in which the breadth of human experience is shaped by social structures.

*Related Standards:* [AS 2.0.1](#); [AS 5.0.2\(a\)](#); [AS 5.0.2\(b\)](#)

## **Matrix**

A table or chart that maps the social work curriculum content to the competencies.

*Related Standards:* [AS 3.1.2](#); [AS M3.2.4](#)

## **Nine Social Work Competencies**

Listed on pgs. 8-12 of the [EPAS](#).

*Related Standards:* [AS 3.1.2](#); [AS M3.2.4](#)

## **Opportunities**

Possibilities typically documented in procedures/steps.

*Related Standards:* [AS 4.1.8](#)

## **Orienting Students**

Introductory programming for new students.

*Related Standards:* [AS 3.3.5](#)

## **Placing Students**

Matching students with a qualified field setting that will co-facilitate their competency-based learning. The program facilitates the student and field setting forming an educational partnership.

*Related Standards:* [AS 3.3.5](#)

## **Policy**

A rule or regulation. Written/published policy available to stakeholders. Ensures continuity/consistency.

*Related Standards:* [AS 4.1.7](#)

## **Post-Social Work Degree Practice Experience**

The minimum requirement of two years post-degree social work practice experience is calculated in relation to the total number of hours of full-time and equivalent professional practice experience. Social work practice experience is defined as providing social work services to individuals, families, groups, organizations, or communities. Social work services can include work in professional social work auspices under the supervision of professional social work supervisors, volunteer practice experience in a social service agency, and paid experience as a consultant in the areas of the individual's practice expertise. It does not include academic appointments.

*Related Standards for Post-baccalaureate or Post-master's Social Work Degree Practice Experience:* [AS B3.3.6](#); [AS B4.3.5\(b\)](#)

*Related Standards for Post-master's Social Work Degree Practice Experience:* [AS M3.3.6](#); [AS B4.2.1](#); [AS M4.2.1](#); [AS 4.2.2](#); [AS M4.3.5\(b\)](#)

## **Principal Assignment**

Faculty identified in response to this standard are required to have a full-time overall appointment to social work with principal assignment (51% or more) of their appointment dedicated solely to the social work program for which the program is seeking accreditation. The remainder of the identified faculty's time may be dedicated to teaching, administration, research, service, or other roles. Faculty identified in response to this standard may have an appointment outside social work.

*Related Standards:* [AS B4.2.1](#); [AS M4.2.1](#)

## **Process**

A series of actions or steps to achieve an outcome, which may include written policies, criteria and procedures.

*Related Standards:* [AS 3.3.4](#)

## Professional Advising

Professional advising typically focuses on postgraduation preparation for entry into the profession, which could include: career counseling services, career development guidance, professional coaching, field education supports, licensing preparation, interviewing tips, career materials preparation (e.g., resumes, portfolios, or cultivating online professional presence such as a LinkedIn profile), facilitate networking or connecting students to informational interviews, provide guidance to prepare research, publications, or presentations at professional conferences, give feedback and direction to prepare a final product (e.g., thesis, dissertation), offer professional development resources, or employment placement assistance.

*Related Standards:* [AS 4.1.6](#)

## Professional Performance

Criteria may include adhering to an educational or professional code of conduct, code of ethics, or behavioral expectations in the field setting, classroom, or community.

*Related Standards:* [AS 4.1.7](#)

## Program Options

Various structured pathways to degree completion by which social work programs are delivered, including face-to-face, online, branch or satellite campus, broadcast site, and correspondence. Refer to policy 4.9 *Program Changes* in the [Accreditation Policy Handbook](#) for program option definitions.

*Related Standards:* All

## Program Outcomes

For CSWE-accredited programs, examples include employment rates, graduation rates, higher education acceptance rates, and time to program completion. Programs are required to monitor graduation rates and at least one additional program outcome. Data are reported for each program option and in aggregate, including all program options.

*Related Standards:* [AS 5.0.3](#)

## Purpose

The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social, racial, economic, and environmental justice; the creation of conditions that facilitate the realization of human rights; the elimination of poverty; and the enhancement of life for all people, locally and globally (**EP 1.0**, pg. 14 of the [EPAS](#)).

*Related Standards:* [AS 1.0.1](#)



## **Rationale**

Reasons or logical basis.

*Related Standards:* [AS 3.1.1](#); [AS M3.2.3](#); [AS 5.0.3](#)

## **Recognized Regional Accrediting Organization**

The regional accrediting organizations are identified in the [Council for Higher Education Accreditation \(CHEA\) directory](#).

*Related Standards:* [AS M4.1.2](#)

## **Retention**

Incentivizing and reducing barriers to faculty continuing employment with the program/institutions.

*Related Standards:* [AS 4.3.3](#)

## **Signature Pedagogy**

Forms and styles of teaching and instruction that are central to a specific discipline, area of study, or profession that help students build a habit of mind that allows them to think and act in the same manner as experts in the field. Field education is the signature pedagogy for social work.

*Related Standards:* [AS 3.3.1](#)

## **Simulated Practice Situations**

Modalities that replicate real practice situations to facilitate the demonstration of student competence.

*Related Standards:* [AS 5.0.1\(a\)](#)

## **Specialized Practice**

Builds on generalist practice, as described in Educational Policy 3.2, by integrating the nine social work competencies (and any additional competencies added by the program) that manifest in holistic professional practice. Specialized practitioners extend social work knowledge, values, skills, and cognitive and affective processes, and demonstrate an ability to engage, assess, intervene, and evaluate across client populations, problem areas, and methods of intervention (**EP M3.2**, pg. 18 of the [EPAS](#)).

*Related Standards:* [AS M3.2.1](#); [AS M3.2.2](#); [AS M3.2.3](#); [AS M3.2.4](#)

## **Student Financial Aid**

Any student financial support expensed by the social work program that help make education more affordable (e.g., which may include scholarships, grants, stipends, work-study, loans, funds).

*Related Standards:* [AS 4.4.1](#)

## **Student Learning Outcomes**

The stated behaviors, knowledge, values, skills, and cognitive and affective processes that students are expected to demonstrate as a result of engagement in the explicit and implicit curriculum.

*Related Standards:* [AS 5.0.1\(a\)](#)

## **Technological Access**

How program students, faculty, and staff use technology to access and complete the educational program, usually virtually or remotely. This includes technology, software, or platforms that facilitate learning and human communication through computers. Examples include: Devices, platforms, technology, learning management systems, shared networks, collaborative tools, online repositories/resources, etc.

*Related Standards:* [AS 4.4.4](#)

## **Technological Resources**

Any technology expensed by the social work program (e.g., which may include machinery, equipment, platforms, applications).

*Related Standards:* [AS 4.4.1](#)

## **Technology Support**

Technical assistance offered to students, faculty, and staff. Examples include: Troubleshooting, information technology (IT) professional support, oversight of hardware and software, and maintenance and repair of technology.

*Related Standards:* [AS 4.4.4](#)

## **Time to Program Completion**

Percentage of students who completed the program within the program's identified time period. Data are reported for each program option and in aggregate, including all program options. The completion time period and the benchmark for completion rates are determined by the program consistent with the program's context. Context includes the needs and opportunities associated with the setting and program options, local hiring practices, and historical, political, economic, environmental, social, cultural, demographic, local, regional, and global factors.

*Related Standards:* [AS 5.0.3](#)

## **Transfer of Credits**

The process of awarding student credit for social work courses earned at another institution before admission to the social work program. The accreditation process respects the institution's

policies concerning the transfer of credits. However, programs may accept field education and practice course transfer credits only from other CSWE-accredited or candidate social work programs, unless the program is able to explain how the program assesses course equivalency to comply with all field education standards and practice course instructor qualifications in the EPAS.

*Related Standards:* [AS 4.1.4](#)

## **Values**

Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values, along with an anti-racist and anti-oppressive perspective, underpin the explicit and implicit curriculum and frame the profession's commitment to respect all people and the quest for social, racial, economic, and environmental justice (**EP 1.0**, pg. 14 of the [EPAS](#)).

*Related Standards:* [AS 1.0.1](#)

