

Accreditation Review Brief

Council on Social Work Education

Commission on Accreditation

2008 EPAS

The Accreditation Review Brief is a tool used by the Commission on Accreditation (COA) commission reader to report his or her evaluation of the program. Section 2 of the Accreditation Review Brief lists each accreditation standard (AS), related Educational Policies (EP), and compliance statements. The compliance statements are from the Compliance, Concern, and Noncompliance (C/C/NC) Statements [available on the CSWE website at <http://www.cswe.org/Accreditation/Reaffirmation.aspx>]. It provides statements of compliance, concern, and noncompliance for each Accreditation Standard (AS) and related Educational Policies (EP).

Compliance

Section 2

In Section 2, the program uses the *Location* column to indicate the document name and page number where each compliance item of an accreditation standard can be found in the self study. The commission reader types compliance, concern, or noncompliance next to each compliance statement of an accreditation standard in the *C/C/NC* column to report how the program addressed each item. For any compliance statement of an accreditation standard marked concern or noncompliance, the commission reader indicates her or his reasoning in the comments column.

1. Program Mission and Goals

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

The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment const

2. Explicit Curriculum

Educational Policy B2.2—Generalist Practice

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

Accreditation Standard B2.0—Curriculum

The 10 core competenci

2. Explicit Curriculum

Educational Policy 2.1—Core Competencies

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are

2. Explicit Curriculum

Educational Policy 2.0—The Social Work Curriculum and Professional Practice				
<p>The explicit curriculum constitutes the program's formal educational structure and includes the courses and the curriculum. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. The explicit curriculum achieves the program's competencies through an intentional design that includes the foundation offered at the baccalaureate and master's levels and the advanced curriculum offered at the master's level. The BSW curriculum prepares its graduates for generalist practice through mastery of the core competencies. The MSW curriculum prepares its graduates for advanced practice through mastery of the core competencies augmented by knowledge and practice behaviors specific to a concentration.</p>				
Accreditation Standard	Compliance Statement	Location	C/C/NC	Comments
B2.0.4: [The program] provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).	Narrative provided a rationale for curriculum design.	v. 1, p. 25		
	Narrative demonstrated how the rationale for curriculum design is used to develop a coherent and integrated class and field curriculum.	v. 1, pp. 25-37		

Accreditation Standard	Compliance Statement	Location	C/C/NC	Comments
B2.0.5: [The program] describes and explains how its curriculum content (knowledge, values, and skills) implements the operational definition of each of its competencies.	Narrative described and explained how the curriculum provides the necessary knowledge, values and skills to operationalize each competency.	v. 1, pp. 38-48		

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<p>Educational Policy M2.2—Advanced Practice Advanced practitioners refine and advance the quality of social work practice and that of the larger social work profession. They synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills. In areas of specialization, advanced practitioners assess, intervene, and evaluate to promote human and social well-being. To do so they suit each action to the circumstances at hand, using the discrimination learned through experience and self-improvement. Advanced practice incorporates all of the core competencies augmented by knowledge and practice behaviors specific to a concentration.</p>				
<p>Accreditation Standard M2.0—Curriculum The 10 core competencies are used to design the foundation and advanced curriculum. The advanced curriculum builds on and applies the core competencies in an area(s) of concentration.</p>				
Accreditation Standard	Compliance Statement	Location	C/C/NC	Comments
M2.0.1: [The program] identifies its concentration(s) (EP M2.2).	Each concentration was identified.	n/a		
M2.0.2: [The program] discusses how its mission and goals are consistent with advanced practice (EP M2.2).	Narrative discussed how the program's mission and goals are consistent with advanced practice, which incorporates all of the core competencies augmented by knowledge and practice behaviors specific to the concentration.	n/a		

2. Explicit Curriculum

EPAS Standard 58: Core Competencies

Educational Policy 2.1—Core Competencies

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies are listed below [EP 2.1.1–EP 2.1.10(d)], followed by a description of characteristic knowledge, values, skills, and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods. Programs may add competencies consistent with their missions and goals.

EP

2. Explicit Curriculum

2. Explicit Curriculum

Accreditation Standard	Compliance Statement	Location	C/C/NC	Comments
2.1.8: [The program discusses how its field education program] develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment.	Narrative discussed how its policies regarding field placements in an agency in which the student is also employed ensures that assignments and field instruction differ from those responsibilities and supervision associated with the student's employment.	v. 1, pp. 66-67 v. 3, app. B, pp. 141-142		

3. Implicit Curriculum

Educational Policy 3.2—Student Development

Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. To promote the social work education continuum, BSW graduates admitted to MSW programs are presented with an articulated pathway toward a concentration. Student participation in formulating and modifying policies affecting academic and student affairs are important for the student's professional development.

Accreditation Standard 3.2—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation

Admissions

Accreditation Standard	Compliance Statement	Location	C/C/NC	Comments
B3.2.1: The program identifies the criteria it uses for admission.	Narrative identified the criteria for admission.	v. 1, pp. 96-97		
M3.2.1: The program identifies the criteria it uses for admission. The criteria for admission to the master's program must include an earned bachelor's degree from a college or university accredited by a recognized regional accrediting association.	Narrative identified criteria for admission.	n/a		
	Narrative for master's programs included the criterion of an earned baccalaureate degree from an educational institution regionally accredited.	n/a		

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3. Implicit Curriculum

<i>Advisement, retention, and termination</i>				
Accreditation Standard	Compliance Statement	Location	C/C/NC	Comments
3.2.6: The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.				

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<p>3.2.9: The program describes its policies and procedures specifying students' rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs.</p>	<p>Narrative described program's policies and procedures that specify students' rights and responsibilities for formulating and modifying academic and student affairs.</p>	<p>vol. 1, pp. 109-111 vol. 3, app. A, pp. 29-30</p>	
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3. Implicit Curriculum

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3. Implicit Curriculum

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Accreditation Standard	Compliance Statement	Location	C/C/NC	Comments
<p>3.3.5: Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program's mission and goals.</p>	<p>Narrative demonstrated that faculty engage in ongoing professional development as teachers, scholars, and practitioners in the achievement of institutional priorities and the program's mission and goals.</p>	<p>vol. 1, pp. 118-120</p>		
<p>3.3.6: The program describes how its faculty models the behavior and values of the profession in the program's educational environment.</p>	<p>Narrative described how faculty model the behavior and values of the profession.</p>	<p>vol. 1, pp. 121-122</p>		

3. Implicit Curriculum

Educational Policy 3.4—Administrative Structure

Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of

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3. Implicit Curriculum

Accreditation Standard	Compliance Statement	Location	C/C/NC	Comments
M3.4.4 (a): The program describes the MSW program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program. In addition, it is preferred that the MSW program director have a doctoral degree, preferably in social work.	Narrative described the MSW director's leadership as a teacher, scholar, administrator and professional social worker.	n/a		
	Narrative documented that the director has an accredited MSW, preferably with a doctoral degree, preferably in social work.	n/a		
M3.4.4 (b): The program provides documentation that the director has a full-time appointment to the social work program.	Narrative documented that the director has a full-time social work program appointment.	n/a		
M3.4.4(c): The program describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 50% assigned time is required at the master's level. The program demonstrates this time is sufficient.	Narrative described the Institution's procedures for providing assigned time.	n/a		
	Narrative demonstrated a minimum of 50% assigned time at the master's level.	n/a		
	Narrative demonstrated that this assigned time is sufficient.	n/a		
3.4.5: The program identifies the field education director	Field education director was identified.	vol. 1, p. 172		
3.4.5(a): The program describes the field director's ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.	Narrative described the field director's ability to provide leadership (practice, field instruction, administrative, academic and professional experience).	vol. 1, pp. 172-173		

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3. Implicit Curriculum

Accreditation Standard	Compliance Statement	Location	C/C/NC	Comments
3.4.5(b): The program documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of post baccalaureate or postmaster's social work degree practice experience.	Narrative documented that the field education director has a CSWE accredited degree and 2 years post BSW or MSW practice experience.	vol.31, p. 173		
B3.4.5(c): The program describes the procedures for determining the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.	Narrative described the institution's procedures for providing assigned time.	vol. 1, p. 173		
	Narrative demonstrated that field director has 25% assigned time for administrative duties.	vol. 1, p. 173		
	Narrative demonstrated that this time is sufficient.	vol. 1, p. 173		
M3.4.5(c): The program describes the procedures for determining the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 50% assigned time is required for master's programs. The program demonstrates this time is sufficient.	Narrative described the institution's procedures for providing assigned time.	n/a		
	Narrative demonstrated that field director has 50% assigned time. Narrative demonstrated that 50% time is sufficient.	n/a		

4. Assessment

4.0.4: The program uses Form AS 4 (B) and/or Form AS4 (M) to report its most recent assessment outcomes to constituents and the public on its website and routinely up-dates (minimally every 2 years) these postings.

The program provided a copy of Form AS 4(B) for baccalaureate or Form AS

