

Initial Accreditation Review Brief
Council on Social Work Education
Commission on Accreditation

2015 EPAS

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

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

Section 1

The program completes identifying information in section 1.

Section 2

All standards are reviewed for compliance at Benchmark III. The *Compliance Statement* column in section 2 of the Initial Accreditation Review Brief lists each accreditation standard (AS), related educational policies (EP), and compliance statements for accreditation standards under **Compliance with the Following Accreditation Standards** in *Benchmark III*. The compliance statements are from the Compliance, Concern, and Noncompliance (C/C/NC) Statements [available on the CSWE website]. It provides a rubric of compliance, concern, and noncompliance criteria for each Accreditation Standard (AS) and related Educational Policies (EP).

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

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

Section 3

The commission visitor uses section 3 to report on the Commissioner visit to the Commission on Accreditation and summarize areas of concern.

Section 4

The commission reader uses section 4 to recommend a decision to the Commission on Accreditation and summarize areas of concern or noncompliance. All standards are reviewed for compliance at Benchmark III.

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

Institution Information		Program's Primary Contact	
College/University:	Weber State University	Name:	Corina D Segovia-Tadehara
Institution's Chief Administrator (<i>president, chancellor, etc.</i>) Name:	Brad Mortensen	Title: (<i>program director, dean, etc.</i>)	Master of Social Work Program Associate Professor
City, State:	Ogden, UT	Phone:	801.626.6935
Email Address:	bmortensen@weber.edu	Email Address:	ctadehara@weber.edu
Date Submitted:		Program Website URL:	http://www.weber.edu/social-work-gerontology

Program Level (<i>check one</i>):	
<input type="checkbox"/>	Baccalaureate Program
<input checked="" type="checkbox"/>	Master's Program

Section 1, Part 2: Program Options

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

IMPORTANT BENCHMARK INSTRUCTIONS!

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

1) Program compliance narratives that may be the same across all program options and require an explicit narrative explanation, include the following standards:

1.0.1, 1.0.3, B2.0.1, B2.0.2, B2.0.3, M2.0.1, M2.0.2, M2.0.3, 2.2.1, B2.2.2, M2.2.2, M2.2.3, 2.2.6, 2.2.11, B3.1.1, M3.1.1, 3.1.2, M3.1.3, 3.1.4, 3.1.5, 3.1.7, 3.1.8, 3.2.1, 3.2.2, 3.2.3, B3.2.4, M3.2.4, 3.2.5, 3.2.6, 3.2.7, 3.3.1, 3.3.4, B3.3.4(a), B3.3.4(b), B3.3.4(c), M3.3.4(a), M3.3.4(b), M3.3.4(c), 3.3.5, 3.3.5(a), B3.3.5(b), B3.3.5(c), M3.3.5(b), M3.3.5(c), 3.3.6, 3.4.1, and 3.4.4.

2) Program compliance narratives that may be different across all program options and require an explicit narrative explanation, include the following standards:

1.0.2, M2.1.1, M2.1.2, M2.1.3, M2.1.4, 2.2.4, 2.2.5, 2.2.7, 2.2.8, B2.2.9, M2.2.9, 2.2.10, 3.0.1, 3.0.2, 3.0.3, 3.1.6, 3.1.9, 3.1.10, 3.3.2, 3.3.3, 3.4.2, 3.4.3, 3.4.5, 3.4.6, 4.0.1, 4.0.2, 4.0.3, 4.0.4, and 4.0.5.

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

Identify All Program Options Offered by the Program				
Number of Program Options:	Program Option Name:	Location:	Delivery Method**: (check only one per row)	Percentage of the Curriculum Delivered Online: (check only one per row)
1	Weber State University Master of Social Work (MSW)	Ogden, UT USA	In-person/Face-to-Face/ Traditional <input checked="" type="checkbox"/> Main/Primary Campus <input type="checkbox"/> Branch/Satellite Campus Distance Education: <input type="checkbox"/> Online <input type="checkbox"/> Broadcast Site <input type="checkbox"/> Correspondence	<input checked="" type="checkbox"/> 0-50% <input type="checkbox"/> 51-100%

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

1. Program Mission and Goals

In the *Location* column, the program indicates the document name and page number where each compliance statement is addressed in the program's Benchmark III. In the *Concern* column, the commission visitor types "concern", next to each compliance statement, where the program narrative is either unclear or inadequate in addressing an accreditation standard and related educational policy. The commission visitor indicates their reasoning in the *Comments* column for any compliance statement marked concern.

<p>Purpose: Social Work Practice, Education, and Educational Policy and Accreditation Standards The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally.</p> <p>Educational Policy 1.0—Program Mission and Goals The mission and goals of each social work program address the profession's purpose, are grounded in core professional values, and are informed by program context.</p> <p>Educational Policy 1.1—Values Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession's commitment to respect for all people and the quest for social and economic justice.</p> <p>Educational Policy 1.2—Program Context Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting and program options. Programs are further influenced by their practice communities, which are informed by their historical, political, economic, environmental, social, cultural, demographic, local, regional, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education, practice, and research.</p>				
<p>Accreditation Standard 1.0 — Program Mission and Goals The social work program's mission and goals reflect the profession's purpose and values and the program's context.</p>				
Accreditation Standard	Compliance Statement	Location (page # in BM3)	Concern (COA visitor)	Comments (COA visitor)
1.0.1: The program submits its mission statement and explains how it is consistent with the profession's purpose and values.	Narrative provides the program's mission statement.	5		OK
	Narrative explains how the program's mission statement is consistent with the profession's purpose and values.	2		OK
	The narrative should discuss any ways in which the program option mission differs from the on-campus program (if applicable).	9		OK
1.0.2: The program explains how its mission is consistent with the institutional mission and the program's context across all program options.	Narrative explains how the program's mission is consistent with the institutional mission.	9		OK
	Narrative explains how the program's mission is consistent with the program's context across all program options.	13		OK
	The narrative should discuss any ways in which the program option mission differs from the on-campus program (if applicable).	15		OK

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1. Program Mission and Goals

Accreditation Standard	Compliance Statement	Location <i>(page # in BM3)</i>	Concern <i>(COA visitor)</i>	Comments <i>(COA visitor)</i>
1.0.3: The program identifies its goals and demonstrates how they are derived from the program's mission.	Narrative identifies the program's goals.	16		OK
	Narrative demonstrates how the program's goals are derived from the program's mission.	17		OK
	The narrative should discuss goals for all program options (if different from one option to the other) and demonstrate how they are derived from the program's mission.	19		OK

2. Explicit Curriculum

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

Educational Policy 2.0—Generalist Practice

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with 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 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.

Accreditation Standard 2.0—Curriculum

The descriptions of the nine Social Work Competencies presented in the EPAS identify the knowledge, values, skills, cognitive and affective processes, and behaviors associated with competence at the generalist level of practice.

Nine Required Social Work Competencies

The nine Social Work Competencies are listed below. Programs may add competencies that are consistent with their mission and goals and respond to their context. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice.

Competency 1 – Demonstrate Ethical and Professional Behavior

Competency 2 – Engage Diversity and Difference in Practice

Competency 3 – Advance Human Rights and Social, Economic, and Environmental Justice

Competency 4 – Engage In Practice-informed Research and Research-informed Practice

Competency 5 – Engage in Policy Practice

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

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

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

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

Accreditation Standard	Compliance Statement	Location (page # in BM3)	Concern (COA visitor)	Comments (COA visitor)
B2.0.1: The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0.	Narrative explains how the program's mission is consistent with generalist practice.	NA		N/A
	Narrative explains how the program's goals are consistent with generalist practice.	N/A		N/A
	If program options have different missions and/or goals, discuss for each program option.	N/A		N/A

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2. Explicit Curriculum

Accreditation Standard	Compliance Statement	Location (page # in BM3)	Concern (COA visitor)	Comments (COA visitor)
B2.0.2: The program provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.	Narrative provides a rationale for the program's formal curriculum design across all program options.	N/A		N/A
	Narrative explains how the program's curriculum design is used to develop a coherent and integrated curriculum for both classroom and field across all program options.	N/A		N/A
B2.0.3: The program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.	Program provides a matrix illustrating how the curriculum content implements the nine required social work competencies and any additional competencies added by the program across all program options.	N/A		N/A
M2.0.1: The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0.	Narrative explains how the program's mission is consistent with generalist practice as defined in EP 2.0.	20		OK
	Narrative explains how the program's goals are consistent with generalist practice as defined in EP 2.0.	21		OK
	If program options have different missions, discuss for each program option.	25		OK
M2.0.2: The program provides a rationale for its formal curriculum design for generalist practice demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.	Narrative provides a rationale for the program's formal curriculum design for generalist practice across all program options.	26		OK
	Narrative explains how the program's curriculum design for generalist practice is used to develop a coherent and integrated curriculum for both classroom and field across all program options.	31		OK
M2.0.3: The program provides a matrix that illustrates how its generalist practice content implements the nine required social work competencies and any additional competencies added by the program.	Program provides a matrix illustrating how the program's generalist practice curriculum content implements the nine required social work competencies and any additional competencies added by the program across all program options.	32		OK

2. Explicit Curriculum

Educational Policy M2.1—Specialized Practice

Specialized practice builds on generalist practice as described in EP 2.0, adapting and extending the Social Work Competencies for practice with a specific population, problem area, method of intervention, perspective or approach to practice. Specialized practice augments and extends social work knowledge, values, and skills to engage, assess, intervene, and evaluate within an area of specialization. Specialized practitioners advocate with and on behalf of clients and constituencies in their area of specialized practice. Specialized practitioners synthesize and employ a broad range of interdisciplinary and multidisciplinary knowledge and skills based on scientific inquiry and best practices, and consistent with social work values. Specialized practitioners engage in and conduct research to inform and improve practice, policy, and service delivery.

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

Nine Required Social Work Competencies

The nine Social Work Competencies are listed below. Programs may add competencies that are consistent with their mission and goals and respond to their context. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice.

- Competency 1 – Demonstrate Ethical and Professional Behavior
- Competency 2 – Engage Diversity and Difference in Practice
- Competency 3 – Advance Human Rights and Social, Economic, and Environmental Justice
- Competency 4 – Engage In Practice-informed Research and Research-informed Practice
- Competency 5 – Engage in Policy Practice
- Competency 6 – Engage with Individuals, Families, Groups, Organizations, and Communities
- Competency 7 – Assess Individuals, Families, Groups, Organizations, and Communities
- Competency 8 – Intervene with Individuals, Families, Groups, Organizations, and Communities
- Competency 9 – Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Accreditation Standard	Compliance Statement	Location <i>(page # in BM3)</i>	Concern <i>(COA visitor)</i>	Comments <i>(COA visitor)</i>
M2.1.1: The program identifies its area(s) of specialized practice (EP M2.1), and demonstrates how it builds on generalist practice.	Narrative identifies the program's area(s) of specialized practice across all program options.	54		OK
	Narrative demonstrates how the program's areas of specialized practice build on generalist practice across all program options.	54		OK

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2. Explicit Curriculum

Accreditation Standard	Compliance Statement	Location <i>(page # in BM3)</i>	Concern <i>(COA visitor)</i>	Comments <i>(COA visitor)</i>
M2.1.2: The program provides a rationale for its formal curriculum design for specialized practice demonstrating how the design is used to develop a coherent and integrated curriculum for both classroom and field.	Narrative provides a rationale for the program's formal curriculum design for specialized practice across all program options.	58		OK
	Narrative explains how the program's curriculum design for specialized practice is used to develop a coherent and integrated curriculum for both classroom and field across all program options.	61		OK
M2.1.3: The program describes how its area(s) of specialized practice extend and enhance the nine Social Work Competencies (and any additional competencies developed by the program) to prepare students for practice in the area(s) of specialization.	Narrative describes how each of the program's areas of specialization extend and enhance each of the nine competencies (and any additional competencies developed by the program) to prepare students for practice in the area(s) of specialization across all program options.	63		OK
M2.1.4: For each area of specialized practice, the program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.	Program provides a matrix illustrating how the program's specialized practice curriculum content implements the nine required social work competencies and any additional competencies added by the program across all program options.	68		OK

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2. Explicit Curriculum

Educational Policy 2.2—Signature Pedagogy: Field Education

Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline -- to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum – classroom and field – are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program.

Accreditation Standard 2.2—Field Education

Accreditation Standard	Compliance Statement	Location (page # in BM3)	Concern (COA visitor)	Comments (COA visitor)
2.2.1: The program explains how its field education program connects the theoretical and conceptual contributions of the classroom and field settings.	Narrative explains how the program's field education program connects the theoretical and conceptual contributions of classroom and field across all program options.	90		OK
B2.2.2: The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.	Narrative explains how the field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities across all program options.	N/A		N/A
	Narrative illustrates how these generalist practice opportunities are accomplished in field settings across all program options.	N/A		N/A
M2.2.2: The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.	Narrative explains how the field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities across all program options.	113		OK
	Narrative illustrates how these generalist practice opportunities are accomplished in field settings across all program options.	116		OK

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2. Explicit Curriculum

Accreditation Standard	Compliance Statement	Location <i>(page # in BM3)</i>	Concern <i>(COA visitor)</i>	Comments <i>(COA visitor)</i>
M2.2.3: The program explains how its field education program provides specialized practice opportunities for students to demonstrate social work competencies within an area of specialized practice and illustrates how this is accomplished in field settings.	Narrative identifies how the program's field education program provides specialized opportunities for students to demonstrate social work competencies within an area of specialized practice across all program options.	121		OK
	Narrative illustrates how these specialized practice opportunities are accomplished in field settings across all program options.	123		OK
2.2.4: The program explains how students across all program options in its field education program demonstrate social work competencies through in-person contact with clients and constituencies.	Narrative explains how students across all program options in the program's field education program demonstrate social work competencies through in-person contact with clients and constituencies.	128		OK
2.2.5: The program describes how its field education program provides a minimum of 400 hours of field education for baccalaureate programs and a minimum of 900 hours for master's programs.	Narrative describes how the program's field education program provides a minimum of 400 hours of field education for baccalaureate programs across all program options.	133		OK
	Narrative describes how the program's field education program provides a minimum of 900 hours for master's programs across all program options.	133		OK
2.2.6: The program provides its criteria for admission into field education and explains how its field education program admits only those students who have met the program's specified criteria.	Narrative provides the program's criteria for admission into field education across all program options.	134		OK
	Narrative explains how the program's field education program admits only those students who have met the program's specified criteria across all program options.	135		OK

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2. Explicit Curriculum

Accreditation Standard	Compliance Statement	Location <i>(page # in BM3)</i>	Concern <i>(COA visitor)</i>	Comments <i>(COA visitor)</i>
2.2.7: The program describes how its field education program specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; supporting student safety; and evaluating student learning and field setting effectiveness congruent with the social work competencies.	Narrative describes how the program's field education program specifies policies, criteria, and procedures for selecting field settings across all program options.	136		OK
	Narrative describes how the program's field education program specifies policies, criteria, and procedures for placing and monitoring students across all program options.	138		OK
	Narrative describes how the program's field education program specifies policies, criteria, and procedures for supporting student safety across all program options.	140		OK
	Narrative describes how the program's field education program specifies policies, criteria, and procedures for evaluating student learning and field setting effectiveness congruent with the social work competencies, including any additional competencies added by the program across all program options.	141		OK
2.2.8: The program describes how its field education program maintains contact with field settings across all program options. The program explains how on-site contact or other methods are used to monitor student learning and field setting effectiveness.	Narrative describes how the program's field education program maintains contact with field settings across all program options.	146		OK
	Narrative explains how on-site contact or other methods are used to monitor student learning and field setting effectiveness across all program options.	146		OK

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2. Explicit Curriculum

Accreditation Standard	Compliance Statement	Location <i>(page # in BM3)</i>	Concern <i>(COA visitor)</i>	Comments <i>(COA visitor)</i>
<p>B2.2.9: The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program and have 2 years post-social work degree practice experience in social work. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.</p>	<p>Narrative describes how the program's field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies across all program options.</p>	N/A		N/A
	<p>Narrative demonstrates that field instructors for baccalaureate students across all program options hold a baccalaureate or master's degree in social work from a CSWE-accredited program and have 2 years post-social work degree practice experience in social work.</p>	N/A		N/A
	<p>Narrative demonstrates that for cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective across all program options.</p>	N/A		N/A
	<p>Narrative describes how the social work perspective is reinforced across all program options.</p>	N/A		N/A

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2. Explicit Curriculum

Accreditation Standard	Compliance Statement	Location <i>(page # in BM3)</i>	Concern <i>(COA visitor)</i>	Comments <i>(COA visitor)</i>
<p>M2.2.9: The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program and have 2 years post-master's social work practice experience. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.</p>	<p>Narrative describes how the program's field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies across all program options.</p>	147		OK
	<p>Narrative demonstrates that field instructors for master's students across all program options hold a master's degree in social work from a CSWE-accredited program and have 2 years post-master's social work degree practice experience in social work.</p>	149		OK
	<p>Narrative demonstrates that for cases in which a field instructor does not hold a CSWE-accredited master's social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective across all program options.</p>	149		OK
	<p>Narrative describes how the social work perspective is reinforced in such cases across all program options.</p>	150		OK
<p>2.2.10: The program describes how its field education program provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.</p>	<p>Narrative describes how the program's field education program provides orientation, field instruction training, and continuing dialog with field education settings and field instructors across all program options.</p>	150		OK
<p>2.2.11: The program describes how its field education program develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment.</p>	<p>Narrative describes how the field education program develops policies regarding field placements in an organization in which the student is also employed across all program options.</p>	153		OK
	<p>Narrative describes how assignments and field education supervision are not the same as those of the student's employment across all program options.</p>	154		OK

3. Implicit Curriculum

Educational Policy 3.0—Diversity				
<p>The program’s expectation for diversity is reflected in its learning environment, which provides the context through which students learn about differences, to value and respect diversity, and develop a commitment to cultural humility. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. The learning environment consists of the program’s institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body.</p>				
Accreditation Standard 3.0—Diversity				
Accreditation Standard	Compliance Statement	Location <i>(page # in BM3)</i>	Concern <i>(COA visitor)</i>	Comments <i>(COA visitor)</i>
3.0.1: The program describes the specific and continuous efforts it makes to provide a learning environment that models affirmation and respect for diversity and difference.	Narrative describes the specific and continuous efforts the program makes to provide a learning environment that models affirmation and respect for diversity and difference across all program options.	155		OK
3.0.2: The program explains how these efforts provide a supportive and inclusive learning environment.	Narrative explains how these efforts provide a supportive and inclusive learning environment across all program options.	161		OK
3.0.3: The program describes specific plans to continually improve the learning environment to affirm and support persons with diverse identities.	Narrative describes specific plans to continually improve the learning environment to affirm and support persons with diverse identities across all program options.	162		OK

3. Implicit Curriculum

Educational Policy 3.1—Student Development

Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. Student participation in formulating and modifying policies affecting academic and student affairs are important for students' professional development.

To promote the social work education continuum, graduates of baccalaureate social work programs admitted to master's social work programs are presented with an articulated pathway toward specialized practice.

Accreditation Standard 3.1—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation

Admissions

Accreditation Standard	Compliance Statement	Location (page # in BM3)	Concern (COA visitor)	Comments (COA visitor)
B3.1.1: The program identifies the criteria it uses for admission to the social work program.	Narrative identifies the criteria the program uses for admission to the social work program across all program options.	N/A		N/A
M3.1.1: The program identifies the criteria it uses for admission to the social work program. 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 association. Baccalaureate social work graduates entering master's social work programs are not to repeat what has been achieved in their baccalaureate social work programs.	Narrative identifies the criteria the program uses for admission to the social work program across all program options.	165		OK
	Narrative demonstrates the criteria for admission to the master's program include an earned baccalaureate degree from a college or university accredited by a recognized regional accrediting association across all program options.	168		OK
	Narrative demonstrates that baccalaureate social work graduates entering master's social work programs are not to repeat what has been achieved in their baccalaureate social work programs across all program options.	168		OK
3.1.2: The program describes the policies and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.	Narrative describes the policies and procedures for evaluating admission applications across all program options.	169		OK
	Narrative describes the policies and procedures for notifying applicants of the admission decision across all program options.	178		OK
	Narrative describes the policies and procedures for notifying applicants of any contingent conditions associated with admission across all program options.	179		OK

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3. Implicit Curriculum

Accreditation Standard	Compliance Statement	Location <i>(page # in BM3)</i>	Concern <i>(COA visitor)</i>	Comments <i>(COA visitor)</i>
<p>M3.1.3: The program describes the policies and procedures used for awarding advanced standing. The program indicates that advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, recognized through its International Social Work Degree Recognition and Evaluation Services*, or covered under a memorandum of understanding with international social work accreditors.</p> <p><i>*This and all future 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, or covered under a memorandum of understanding with international social work accreditors.</i></p>	Narrative describes the policies and procedures used for awarding advanced standing across all program options.	180		OK
	Narrative indicates that advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, those recognized through its International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors across all program options.	181		OK
<p>3.1.4: The program describes its policies and procedures concerning the transfer of credits.</p>	Narrative describes the program's policies and procedures concerning the transfer of credits across all program options.	181		OK
<p>3.1.5: The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.</p>	Narrative submits the program's written policy indicating that it does not grant social work course credit for life experience or previous work experience across all program options.	183		OK
	Narrative documents how the program informs applicants and other constituents of this policy across all program options.	184		OK
Advisement, retention, and termination				
<p>3.1.6: The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.</p>	Narrative describes the program's academic and professional advising policies and procedures across all program options.	184		OK
	Narrative documents that professional advising is provided by social work program faculty, staff, or both across all program options.	186		OK

3. Implicit Curriculum

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Accreditation Standard	Compliance Statement	Location <i>(page # in BM3)</i>	Concern <i>(COA visitor)</i>	Comments <i>(COA visitor)</i>
3.1.7: The program submits its policies and procedures for evaluating student's academic and professional performance, including grievance policies and procedures. The program describes how it informs students of its criteria for evaluating their academic and professional performance and its policies and procedures for grievance.	Narrative submits the program's policies and procedures for evaluating student's academic and professional performance, including grievance policies and procedures, across all program options.	187		OK
	Narrative describes how the program informs students of the program's criteria for evaluating their academic and professional performance and its policies and procedures for grievance across all program options.	193		OK
3.1.8: The program submits its policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance. The program describes how it informs students of these policies and procedures.	Narrative submits the program's policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance across all program options.	195		OK
	Narrative describes how the program informs students of these policies and procedures across all program options.	198		OK
<i>Student participation</i>				
3.1.9: The program describes its policies and procedures specifying students' rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs.	Narrative describes the program's policies and procedures specifying students' rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs for each program option.	199		OK
3.1.10: The program demonstrates how it provides opportunities and encourages students to organize in their interests.	Narrative demonstrates how the program provides opportunities and encourages students to organize in their interests for each program option.	202		OK

3. Implicit Curriculum

Educational Policy 3.2—Faculty				
Faculty qualifications, including experience related to the Social Work Competencies, an appropriate student-faculty ratio, and sufficient faculty to carry out a program’s mission and goals, are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, research, scholarship, and service – as well as their interactions with one another, administration, students, and community – the program’s faculty models the behavior and values expected of professional social workers. Programs demonstrate that faculty is qualified to teach the courses to which they are assigned.				
Accreditation Standard 3.2—Faculty				
Accreditation Standard	Compliance Statement	Location (page # in BM3)	Concern (COA visitor)	Comments (COA visitor)
3.2.1: The program identifies each full- and part-time social work faculty member and discusses his or her qualifications, competence, expertise in social work education and practice, and years of service to the program.	The program submits a complete faculty summary form and uniform faculty data forms (CVs) for each full- or part-time faculty member teaching in the current academic year inclusive of faculty across all program options.	203		OK
3.2.2: The program documents that faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least 2 years of post-master's social work degree practice experience.	Narrative identifies and documents that faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least 2 years of post-master's social work degree practice experience across all program options.	251		OK
3.2.3: The program documents a full-time equivalent faculty-to-student ratio not greater than 1:25 for baccalaureate programs and not greater than 1:12 for master's programs and explains how this ratio is calculated. In addition, the program explains how faculty size is commensurate with the number and type of curricular offerings in class and field; number of program options; class size; number of students; advising; and the faculty's teaching, scholarly, and service responsibilities.	Narrative documents a full-time equivalent faculty-to-student ratio not greater than 1:25 for baccalaureate programs and not greater than 1:12 for master's programs inclusive of all program options.	252		OK
	Narrative explains how this ratio is calculated inclusive of all program options.	252		OK
	Narrative explains how faculty size is commensurate with the number and type of curricular offerings in class and field; number of program options; class size; number of students; advising; and the faculty's teaching, scholarly, and service responsibilities across all program options.	253		OK

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3. Implicit Curriculum

Accreditation Standard	Compliance Statement	Location (page # in BM3)	Concern (COA visitor)	Comments (COA visitor)
<p>B3.2.4: The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the baccalaureate program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority of the total full-time baccalaureate social work program faculty has a master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred.</p>	<p>Narrative identifies the program has no fewer than two full-time faculty assigned to the social work program, whose principal assignment is to the baccalaureate program across all program options.</p>	N/A		N/A
	<p>Narrative demonstrates that the majority of the total full-time baccalaureate social work program faculty has a master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred, across all program options.</p>	N/A		N/A
<p>M3.2.4: The master's social work program identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree, preferably in social work.</p>	<p>Narrative identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program across all program options.</p>	256		OK
	<p>Narrative demonstrates the majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree, preferably in social work, across all program options.</p>	256		OK
<p>3.2.5: The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program's mission and goals.</p>	<p>Narrative describes the program's faculty workload policy across all program options.</p>	257		OK
	<p>Narrative discusses how the policy supports the achievement of institutional priorities and the program's mission and goals across all program options.</p>	257		OK
<p>3.2.6: Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program's mission and goals.</p>	<p>Narrative demonstrates ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program's mission and goals across all program options.</p>	259		OK
<p>3.2.7: The program demonstrates how its faculty models the behavior and values of the profession in the program's educational environment.</p>	<p>Narrative demonstrates how the program's faculty models the behavior and values of the profession in the program's educational environment across all program options.</p>	262		OK

3. Implicit Curriculum

Educational Policy 3.3—Administrative Structure				
Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. Faculty and administrators exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers. The administrative structure is sufficient to carry out the program’s mission and goals. In recognition of the importance of field education as the signature pedagogy, programs must provide an administrative structure and adequate resources for systematically designing, supervising, coordinating, and evaluating field education across all program options.				
Accreditation Standard 3.3—Administrative Structure				
Accreditation Standard	Compliance Statement	Location (page # in BM3)	Concern (COA visitor)	Comments (COA visitor)
3.3.1: The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program’s mission and goals.	Narrative describes the program’s administrative structure across all program options.	264		OK
	Narrative demonstrates how the program’s administrative structure provides the necessary autonomy to achieve the program’s mission and goals across all program options.	267		OK
3.3.2: The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution’s policies.	Narrative describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution’s policies across all program options.	269		OK
3.3.3: The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.	Narrative describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel across all program options.	270		OK
3.3.4: The program identifies the social work program director. Institutions with accredited baccalaureate and master’s programs appoint a separate director for each.	Narrative identifies the social work program director inclusive of all program options.	275		OK
	In institutions with accredited baccalaureate and master’s programs, narrative demonstrates that a separate director is appointed to each program.	276		OK

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3. Implicit Curriculum

Accreditation Standard	Compliance Statement	Location <i>(page # in BM3)</i>	Concern <i>(COA visitor)</i>	Comments <i>(COA visitor)</i>
B3.3.4(a): The program describes the baccalaureate program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program with a doctoral degree in social work preferred.	Narrative describes the baccalaureate program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work across all program options.	N/A		N/A
B3.3.4(b): The program provides documentation that the director has a full-time appointment to the social work baccalaureate program.	Narrative documents that the director has a master's degree in social work from a CSWE-accredited program with a doctoral degree in social work preferred.	N/A		N/A
B3.3.4(b): The program provides documentation that the director has a full-time appointment to the social work baccalaureate program.	Narrative provides documentation that the director has a full-time appointment to the social work baccalaureate program inclusive of all program options.	N/A		N/A
B3.3.4(c): The program describes the procedures for calculating the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 25% assigned time is required at the baccalaureate level. The program discusses that this time is sufficient.	Narrative describes the procedures for calculating the program director's assigned time to provide educational and administrative leadership to the program inclusive of all program options.	N/A		N/A
	Narrative demonstrates a minimum of 25% of assigned time is provided to carry out the administrative functions specific to responsibilities of the social work program inclusive of all program options.	N/A		N/A
	Narrative discusses that this time is sufficient for each program option.	N/A		N/A
M3.3.4(a): The program describes the master's program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program. In addition, it is preferred that the master's program director have a doctoral degree, preferably in social work.	Narrative describes the master's program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work across all program options.	276		OK
	Narrative documents that the director has a master's degree in social work from a CSWE-accredited program.	277		OK

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3. Implicit Curriculum

Accreditation Standard	Compliance Statement	Location <i>(page # in BM3)</i>	Concern <i>(COA visitor)</i>	Comments <i>(COA visitor)</i>
M3.3.4(b): The program provides documentation that the director has a full-time appointment to the social work master's program.	Narrative provides documentation that the director has a full-time appointment to the social work master's program inclusive of all program options.	277		OK
M3.3.4(c): The program describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 50% assigned time is required at the master's level. The program demonstrates this time is sufficient.	Narrative describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program inclusive of all program options.	279		OK
	Narrative demonstrates a minimum of 50% of assigned time is provided to carry out the administrative functions specific to responsibilities of the social work program inclusive of all program options.	279		OK
	Narrative discusses that this time is sufficient for each program option.	279		OK
3.3.5: The program identifies the field education director.	Narrative identifies the social work field education director Inclusive of all program options.	280		
3.3.5(a): The program describes the field director's ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.	Narrative describes the field director's ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.	280		OK
B3.3.5(b): The program documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of post-baccalaureate or post-master's social work degree practice experience.	Narrative documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of post-baccalaureate or post-master's social work degree practice experience.	N/A		OK
M3.3.5(b): The program documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of post-master's social work degree practice experience.	Narrative documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of post-master's social work degree practice experience.	281		OK
Accreditation Standard	Compliance Statement	Location	Concern	Comments

3. Implicit Curriculum

		<i>(page # in BM3)</i>	<i>(COA visitor)</i>	<i>(COA visitor)</i>
B3.3.5(c): The program describes the procedures for calculating the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program, at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.	Narrative describes the procedures for determining the field director's assigned time to provide educational and administrative leadership for field education inclusive of all program options.	N/A		OK
	Narrative demonstrates a minimum of 25% of assigned time is provided to carry out the administrative functions specific to responsibilities of the social work program inclusive of all program options.	N/A		OK
	Narrative discusses that this time is sufficient for each program option.	N/A		OK
M3.3.5(c): The program describes the procedures for calculating the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program at least 50% assigned time is required for master's programs. The program demonstrates this time is sufficient.	Narrative describes the procedures for determining the field director's assigned time to provide educational and administrative leadership for field education inclusive of all program options.	281		OK
	Narrative demonstrates a minimum of 50% of assigned time is provided to carry out the administrative functions specific to responsibilities of the social work program inclusive of all program options.	282		OK
	Narrative discusses that this time is sufficient for each program option.	282		OK
3.3.6: The program describes its administrative structure for field education and explains how its resources (personnel, time and technological support) are sufficient to administer its field education program to meet its mission and goals.	Narrative describes the program's administrative structure for field education across all program options.	282		OK
	Narrative explains how the program's resources (personnel, time and technological support) are sufficient to administer its field education program to meet its mission and goals for each program option.	284		OK

3. Implicit Curriculum

Educational Policy 3.4—Resources				
Adequate resources are fundamental to creating, maintaining, and improving an educational environment that supports the development of competent social work practitioners. Social work programs have the necessary resources to carry out the program’s mission and goals and to support learning and professionalization of students and program improvement.				
Accreditation Standard	Compliance Statement	Location (page # in BM3)	Concern (COA visitor)	Comments (COA visitor)
3.4.1: The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits a completed budget form and explains how its financial resources are sufficient and stable to achieve its mission and goals.	Narrative describes the procedures for budget development and administration the program uses to achieve its mission and goals across all program options.	284		OK
	Narrative includes a completed budget form for all program options.	285		OK
	Narrative explains how the program’s financial resources are sufficient and stable to achieve its mission and goals for each program option.	287		OK
3.4.2: The program describes how it uses resources to address challenges and continuously improve the program.	Narrative describes how the program uses resources to address challenges and continuously improve the program for each program option.	288		OK
3.4.3: The program demonstrates that it has sufficient support staff, other personnel, and technological resources to support all of its educational activities, mission and goals.	Narrative demonstrates that the program has sufficient support staff, other personnel, and technological resources to support all of its educational activities, mission and goals for each program option.	290		OK
3.4.4: The program submits a library report that demonstrates access to social work and other informational and educational resources necessary for achieving its mission and goals.	Narrative submits a library report that demonstrates access to social work and other informational and educational resources necessary for achieving the program’s mission and goals for each program option.	291		OK
3.4.5: The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.	Narrative describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve the program’s mission and goals for each program option.	298		OK
3.4.6: The program describes, for each program option, the availability of and access to assistive technology, including materials in alternative formats.	Narrative describes, for each program option, the availability of and access to assistive technology, including materials in alternative formats.	300		OK

Educational Policy 4.0—Assessment

Assessment is an integral component of competency-based education. Assessment involves the systematic gathering of data about student performance of Social Work Competencies at both the generalist and specialized levels of practice.

Competence is perceived as holistic, involving both performance and the knowledge, values, critical thinking, affective reactions, and exercise of judgment that inform performance. Assessment therefore must be multi-dimensional and integrated to capture the demonstration of the competencies and the quality of internal processing informing the performance of the competencies. Assessment is best done while students are engaged in practice tasks or activities that approximate social work practice as closely as possible. Practice often requires the performance of multiple competencies simultaneously; therefore, assessment of those competencies may optimally be carried out at the same time.

Programs assess students' demonstration of the Social Work Competencies through the use of multi-dimensional assessment methods. Assessment methods are developed to gather data that serve as evidence of student learning outcomes and the demonstration of competence. Understanding social work practice is complex and multi-dimensional, the assessment methods used and the data collected may vary by context.

Assessment information is used to guide student learning, assess student outcomes, assess and improve effectiveness of the curriculum, and strengthen the assessment methods used.

Assessment also involves gathering data regarding the implicit curriculum, which may include but is not limited to an assessment of diversity, student development, faculty, administrative and governance structure, and resources. Data from assessment continuously inform and promote change in the explicit curriculum and the implicit curriculum to enhance attainment of Social Work Competencies.

Accreditation Standard	Compliance Statement	Location <i>(page # in BM3)</i>	Concern <i>(COA visitor)</i>	Comments <i>(COA visitor)</i>
<p>4.0.1: The program presents its plan for ongoing assessment of student outcomes for all identified competencies in the generalist level of practice (baccalaureate social work programs) and the generalist and specialized levels of practice (master's social work programs).</p> <p>Assessment of competence is done by program designated faculty or field personnel.</p> <p>The plan includes:</p> <ul style="list-style-type: none"> A description of the assessment procedures that detail when, where, and how each competency is assessed for each program option. 	<p>The program's assessment plan was presented for generalist levels of practice (baccalaureate social work programs) and the generalist and specialized levels of practice (master's social work programs) for each program option.</p>	301		OK
	<p>Assessment of competence was done by program designated faculty or field personnel for all program options.</p>	329		OK
	<p>Program provides a description of the assessment procedures that detail when, where, and how each competency is assessed for each program option, including any competencies added by the program.</p>	345		OK

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Accreditation Standard	Compliance Statement	Location <i>(page # in BM3)</i>	Concern <i>(COA visitor)</i>	Comments <i>(COA visitor)</i>
<ul style="list-style-type: none"> • At least two measures assess each competency. One of the assessment measures is based on demonstration of the competency in real or simulated practice situations • An explanation of how the assessment plan measures multiple dimensions of each competency, as described in EP4.0. • Benchmarks for each competency, a rationale for each benchmark, and a description of how it is determined that students' performance meets the benchmark. • An explanation of how the program determines the percentage of students achieving the benchmark. • Copies of all assessment measures used to assess all identified competencies. 	Program provides at least two measures to assess each competency, including any competencies added by the program for all program options.	346		OK
	At least one of the assessment measures is based on demonstration of the competency in real or simulated practice situations for all program options.	346		OK
	Narrative explains how the assessment plan measures multiple dimensions of each competency, as described in EP4.0 (involving both performance and the knowledge, values, skills, and cognitive and affective processes) for all program options.	347		OK
	Narrative includes benchmarks for each competency for all program options.	347		OK
	Narrative includes a rationale for each benchmark across all program options.	347		OK
	Narrative includes a description of how it is determined that students' performance meets the benchmark for all program options.	348		OK
	Narrative provides an explanation of how the program determines the percentage of students achieving each benchmark for all program option.	348		OK
	Program provides copies of all assessment measures used to assess all identified competencies for all program options.	363		OK
4.0.2: The program provides its most recent year of summary data and outcomes for the assessment of each of the identified competencies, specifying the percentage of students achieving program benchmarks for each program option.	Narrative provides the program's most recent year of summary data and outcomes for the assessment of each of the identified competencies for each program option.	378		OK
	Narrative specifies the percentage of students achieving program benchmarks for each program option for each program option.	379		OK

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Accreditation Standard	Compliance Statement	Location <i>(page # in BM3)</i>	Concern <i>(COA visitor)</i>	Comments <i>(COA visitor)</i>
<p>4.0.3: The program uses Form AS 4(B) and/or Form AS 4(M) to report its most recent assessment outcomes for each program option to constituents and the public on its website and routinely up-dates (minimally every 2 years) its findings.</p>	<p>The program uses Form AS 4(B) and/or Form AS 4(M) to report its most recent assessment outcomes for each program option to constituents and the public.</p>	387		OK
	<p>The program updates Form AS 4 (B) and/or Form AS 4(M) on its website with the most recent assessment outcomes for each program option.</p>	398		OK
	<p>The program updates the Form AS 4(B) and/or Form AS 4(M) minimally every 2 years for each program options.</p>	398		OK
<p>4.0.4: The program describes the process used to evaluate outcomes and their implications for program renewal across program options. It discusses specific changes it has made in the program based on these assessment outcomes with clear links to the data.</p>	<p>The narrative describes the process used to evaluate outcomes for each program option.</p>	398		OK
	<p>The narrative describes the implications for program renewal across all program options.</p>	399		OK
	<p>The narrative discusses specific changes it has made in the program based on these assessment outcomes with clear links to the data for each program option.</p>	399		OK
<p>4.0.5: For each program option, the program provides its plan and summary data for the assessment of the implicit curriculum as defined in EP 4.0 from program defined stakeholders. The program discusses implications for program renewal and specific changes it has made based on these assessment outcomes.</p>	<p>For each program option, the narrative provides the program’s plan for assessing the implicit curriculum, including program-defined stakeholders.</p>	406		OK
	<p>For each program option, the narrative provides summary data for the assessment of the implicit curriculum, as defined in EP 4.0, including program-defined stakeholders.</p>	409		OK
	<p>For each program option, the narrative discusses the implications for program renewal and specific changes it has made based on these assessment outcomes.</p>	417		OK

Section 3

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

1. Program Name: Weber State University

2. Commission Visitor Name: César G. Abarca

3. Commission Visit Date: May 4, 2023

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

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

a. List Areas of Concern:

Accreditation Standard....:

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

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

[repeat for each concern]

Section 4

Council on Social Work Education Commission on Accreditation Initial Accreditation Review Brief

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

1. Program Name:

2. Commission Reader Name:

3. Recommended Decision:
(check one)

Grant Initial Accreditation for 8 Years

Grant Initial Accreditation for 8 Years with a Progress Report to be reviewed by the COA

Grant Initial Accreditation for 8 Years with a Progress Report to be reviewed by the program's accreditation specialist

Defer decision on Initial Accreditation for one meeting and request clarifying information

Order additional year of Candidacy

Deny Initial Accreditation

4. Cite the relevant Accreditation Standard and list area(s) of concern or insufficient information. For each standard cited, specify what the program provided, what is missing or insufficient, and how you would instruct the site visitor and/or program to address the concern. Your brief statement will be used to create language for the COA decision letter.

b. List Areas of Concern (for requesting progress report):

Accreditation Standard...:

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

The program is asked to... [instruct the program to address the concern or insufficient information]
[repeat for each concern]

c. List Areas of Noncompliance (for deferment, denial, or requesting additional year of Candidacy):

Accreditation Standard...:

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

The program is asked to... [instruct the program to address the concern or insufficient information]
[repeat for each area of noncompliance]