

# **Administration and Community Practice Field Education Contract and Student Evaluation Resource Document**

## How to Use

The purpose of this document is to provide Field Instructors and ACP graduate students with suggestions and prompts to assist in the completion of the Practicum Contract. By no means are these the only work plan ideas or evaluation points that you should use – these are only suggestions.

Each contract can be individualized for the student and agency; these suggestions are general and not specific to any particular agency setting. Please note that the competencies are the same first and second semester. The Work Plan suggestions are not divided by semester so may want to pick and choose based upon the level of the students' learning and at one point they are in the two-semester practicum.

As you know, several years ago the Council on Social Work Education shifted to a focus on competency based social work field education. *Students are now required to be evaluated on what they can do, not only on what they know.* CSWE outlined the original competencies in 2008, revised them in 2015 and OU Anne and Henry Zarrow School of Social Work has used them to outline 13 competency areas for practicum. ([\*CSWEs Educational Policy and Accreditation Standards - competencies\*](#)) These are the sections in the field education contract that are labeled A through M.

This help document is arranged and hyperlinked so that specific sections of the contract can be accessed quickly. Be aware that the competency statement often changes between the first and second contract, as do the practice tasks and the work plan suggestions.

The evaluation prompts are intended to encourage the Field Instructor and student to think specifically about what the student has achieved and areas for improvement. Rather than simply reiterating the competency that the student has achieved, specific examples are encouraged. Learning and demonstrating the competencies is a developmental process; as the student moves through the practicum, their understanding of concepts and application of social work skills should increase.

Please give the OU Field Education Office feedback about the usefulness of this document. We would appreciate it!

OU Field Education Office

- A – 1 and 2 SUPERVISION
  - Practice Tasks
  - Plans for supervision
  - Evaluation
- B – 1 and 2 PROFESSIONAL BEHAVIOR
  - Practice Tasks
  - Work plan suggestions
  - Evaluation
- C – 1 and 2 PROFESSIONAL IDENTITY
  - Practice Tasks
  - Work plan suggestions
  - Evaluation
- D – 1 and 2 PROFESSIONAL CONTEXT
  - Practice Tasks
  - Work plan suggestions
  - Evaluation
- E – 1 and 2 DIVERSITY
  - Practice Tasks
  - Work plan suggestions
  - Evaluation
- F – 1 and 2 HUMAN RIGHTS AND SOCIAL JUSTICE
  - Practice Tasks
  - Work plan suggestions
  - Evaluation
- G- 1 and 2 ENGAGE IN RESEARCH-INFUSED PRACTICE AND PRACTICE-INFUSED RESEARCH
  - Practice Tasks
  - Work plan suggestions
  - Evaluation
- H – 1 and 2 SOCIAL POLICY
  - Practice Tasks
  - Work plan suggestions
  - Evaluation
- I – 1 and 2 VALUES AND ETHICS
  - Practice Tasks
  - Work plan suggestions
  - Evaluation
- J-1 and 2 ENGAGE, ASSESS, INTERVENE, AND EVALUATE WITH ORGANIZATIONS AND COMMUNITIES
  - Practice Tasks
  - Work plan suggestions
  - Evaluation
- K – 1 and 2 CRITICAL THINKING
  - Practice Tasks
  - Work plan suggestions
  - Evaluation

L – 1 and 2 HBSE/THEORY

Practice Tasks

Work plan suggestions

Evaluation

M – 1 and 2 PROFESSIONAL COMMUNICATION

Practice Tasks

Work plan suggestions

Evaluation

## Administration and Community Practice 5836 and 5846

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**A-1 and 2 SUPERVISION:** Exhibit personal responsibility for effective use of supervision and consultation; develop a practice of soliciting, receiving, accepting and utilizing constructive guidance and feedback to improve practice; incorporate supervision into a developmental progression towards autonomous social work practice

### Practice Tasks

1. Utilize supervision for feedback and ongoing development of the field education contract.
2. Prepare for supervision with questions, cases, concerns and issues to analyze, critique, and discuss.
3. Use supervision to explore and integrate differential use of self in professional relationships.
4. Use supervision to integrate classroom learning in the practice setting.
5. Actively seek out and utilize supervisory feedback to evaluate and improve practice.

### Plan for Supervision:

1. What day and time will you meet with your field instructor?
2. Early in the fall semester: Discuss with your field instructor and/or preceptor how you prefer to be supervised. Discuss your field instructor's and/or preceptor's preferred style to supervise. Compromise and explain styles here:
3. Student will come to supervision each week with items they are prepared to discuss issues, research etc.
4. Student will actively use supervision to increase skills and knowledge regarding administration and community practice.
5. Student will utilize feedback given to them to further develop their practice.

### Evaluation

1. Does student come prepared with items to discuss in supervision?
2. Does the student accept feedback well? Do they integrate it and make changes when appropriate?
3. How has the student used supervision to increase their professional development? Is the student clear about the role of supervision?
4. Does student bring classroom learning into the supervision session?

**B-1 and 2 PROFESSIONAL BEHAVIOR:** Exhibit personal responsibility for professional behavior and for effective use of supervision in administration, community, and advocacy settings.

#### Practice Tasks

1. Be open to learning.
2. Communicate responsibly and sensitively and with respect toward colleagues, field instructors, administrators, staff, and clients.
3. Demonstrate willingness and an ability to listen to others.
4. Work effectively with others, regardless of level of authority.
5. Show appearance and demeanor that are appropriate to the roles and settings encountered during the educational experiences.
6. Be punctual and consistent in keeping appointments with clients, colleagues, staff, and community contacts.
7. Be punctual and consistent with meeting deadlines and with documentation.
8. Advocate for him/herself in a constructive manner and first use established channels for conflict resolution.
9. Demonstrate personal responsibility and accountability for one's own time and actions in relation to his or her work.
10. Show a willingness to acknowledge constructive feedback or supervision.
11. Use feedback or supervision to enhance professional development.
12. Take responsibility for enhancing the probability of one's academic success, professional development and self-care.
13. Refrain from unprofessional use of computers and other electronic devices during practicum.

#### Work Plan suggestions:

1. Student will read agency policy manuals to better understand agency's expectations for professionalism regarding performance.
2. Student will turn in assignments in a timely and professional manner.
3. Student will seek feedback from co-workers regarding their performance.
4. Student will seek out learning opportunities within the agency and in the community. (workshops, visiting agencies, etc.)
5. Student will visit other agencies with a focus of learning more about the role of the administrator.

#### Evaluation

1. Does the student present themselves professionally both inside and outside the agency?
2. Is the student proactive in learning? Do they seek out new opportunities and ask questions that reflect critical thinking about the work? Do they seek direction or can they work independently with guidance?
3. Are they accepting of feedback?
4. Have they built professional relationships with co-workers? Are they willing to work as part of a team?

**C-1 and 2 PROFESSIONAL IDENTITY:** Identify as a professional social worker and leader in administration and community settings.

#### Practice Tasks

1. Integrate advocacy for social justice into administration and community practice.
2. Understand the meaning of working as a social worker in a 'host' environment.
3. Serve as a representative of the social work profession during professional activities and events.
4. Develop a personal plan for career long learning in social work.
5. Practice personal reflection and self-correction to assure continual development.

#### Work Plan suggestions:

1. Explain how you will practice reflection. E.g. 20 minutes each day before your field duties begin?
2. Discuss with primary preceptor or field instructor the personal burn-out prevention plan you developed for SW5553. Remember that the plan is developed outside field hours.
3. Student will take time each morning to review goals, objectives, and progress made and how to improve his work and effectiveness.
4. Student will try to plan and think in the long-term as well as in the day-to-day activities.
5. Student will attend a conference and visit other agencies to learn about their structure and mission.
6. Student will attend the OU Practicum and Career Fair and the NASW OK State Conference.

#### Evaluation

1. Is the student clear about the role of a social worker in the agency?
2. Is the student able to differentiate between their role and the role of a clinician?
3. Does the student engage in long-term planning for themselves and projects? Do they appear prepared for the work each day?
4. Does the student reflect enthusiasm and commitment for social work and social work values?

**D- 1 and 2 PROFESSIONAL CONTEXT:** Recognize and respond to the evolving organizational, community, and societal contexts of social work practice. Demonstrate leadership in proactively shaping the organizational, community, governmental, and societal contexts of social work practice.

#### Practice Tasks

1. Identify changes needed to improve the quality of services.
2. Develop strategies to implement the changes.
3. Develop and sustain collaborations in an effort to improve the delivery of social services.
4. Demonstrate an awareness of how changing locales, populations, scientific and technological developments, organizational structures, and emerging societal trends impact practice.
5. Demonstrate an ability to be informed, resourceful, and productive in responding to these changes.

#### Work Plan suggestions:

1. Begin planning your program or policy evaluation.
2. Examine the agency's annual budgets for the last 5 years, consider written strategy documents, interview agency leaders, and examine actual proposals, campaigns, and other documents that reveal the agency's strategy for fund development. (Assignment 1 for SW5633.) Remember that you write the resulting paper during your own time. Share your assessment of strengths and limitations with supervisor or preceptor.
3. If you are a full-time student, present your written case statement and PowerPoint presentation to agency personnel and leaders. Remember you will have prepared these during your own time. Ask for their feedback. (Assignment 2 in SW5633)
4. Student will produce research projects to measure the effectiveness of programs and outcomes. Data produced will be used to design a more effective service and present that to the appropriate group of peers and/or agency leaders.
5. Student will identify external forces that impact the agency such as new legislation, election cycle, etc. Student will articulate these findings to Field Instructor in supervision and make projections about long-term impact on the agency.
6. Student will evaluate how the outcomes are affected by community trends, changes in other services, etc. impact the data and the program.
7. Student will identify and research any best practices that may be similar to agency program/service researched. If adopted by agency, student will help facilitate the implementation of the change.
8. Student will practice and demonstrate ability to integrate new information by identifying 3 journal articles and 3 news articles that could impact their agency and process these with FI.

#### Evaluation

1. Is the student using media to stay current on issues that impact the agency and the profession?
2. Does the student seek out new trends, practices and regulations that might impact the agency?
3. Is the student developing a professional network of peers and other disciplines?
4. Does the student participate in conferences and workshops to learn new information, integrating that into their perspective?

**E-1 and 2 DIVERSITY:** Recognize and communicate the extent to which the dominant culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power in the context of leadership, administration, community development, and advocacy. Develop culturally competent skills for establishing and sustaining collaborations and advocacy efforts.

#### Practice Tasks

1. Demonstrate an understanding of the ways in which systems are impacted by privilege and power.
2. Apply this understanding of development of interventions that reduce marginalization.
3. Gain sufficient self-awareness to eliminate the influence of personal biases in working with diverse groups.
4. Recognize and combat isms, community stereotypes, and myths.
5. Develop knowledge about service availability and usage across different communities.
6. Utilize skill in working with diverse populations to create and sustain collaboration in responding to gaps in service.
7. Advocate for recruitment, admissions and hiring, and retention efforts that ensure diverse representation in work force and leadership.
8. Communicate information about diverse groups to other professionals.
9. Advocate for and participate in education and training programs that advance cultural competency.

#### Work Plan suggestions:

1. Discuss with field instructor or primary preceptor the agency's policies on diversity for their workforce and leadership. E.g. what steps do they follow to insure diversity in hiring practices? How do they insure diversity on their Board of Directors (if they have one)?
2. Student will assess the diversity present among agency clients, staff and board and will determine if it reflects the make-up of the larger community. If discrepancies are identified, student will think critically about them and possibly make recommendations to agency regarding findings.
3. Student will understand power and privilege in relation to access to resources for the population served by the agency.
4. Student will determine the various cultural variables impacting clients; for example ancestry, ethnicity, religion, institutionalization, poverty, privilege, etc.

#### Evaluation

1. Can the student articulate how those served by the agency are impacted by oppression, discrimination, poverty, etc.?
2. Can the student identify any ways in which clients can be empowered by the agency to a greater extent?
3. Can the student conceptualize and articulate the role an agency administrator plays in service delivery? How do they enhance services or act as a barrier?



**F-1 and 2 HUMAN RIGHTS AND SOCIAL AND ECONOMIC JUSTICE:** Apply knowledge of oppression and engage in practices that advance social, economic, and political justice in working with diverse populations and organizations.

#### Practice Tasks

1. Demonstrate understanding of the forms and mechanisms of oppression in administration and community practice.
2. Assess agency and community practice for barriers to equal opportunity, access, and treatment.
3. Develop and apply knowledge of empowerment strategies to administration and community development.
4. Develop and apply advocacy skills to advance justice for diverse populations.
5. Provide leadership for the advancement of basic human rights.

#### Work Plan suggestions:

1. Discuss with field instructor or primary preceptor the roadblocks agency clients encounter outside the agency AND within the agency.
2. Student will understand the mechanisms of oppression within the service system and how these mechanisms are or are not reflected in current service delivery and their agency.
3. Student will think critically about the mission of the agency and discuss with FI, whether the mission is congruent with services.
4. Student will assess the presence of the clients' voice in the leadership and direction of the agency; determine how feedback from clients is used or not used; outline steps to incorporate client feedback.
5. Student will assess how the agency helps clients transition and move toward their goals.

#### Evaluation

1. Does the students' behavior reflect a commitment to social justice?
2. Does the student have insight into their own experiences of oppressed or discriminated against and how those might impact their work? Can they differentiate between personal feelings and experiences and professional views and opinions?
3. Did the student have the opportunity to advocate for a population with whom they were working?
4. Can the student make decisions that are based in critical thinking rather than emotions?
5. Does the student understand the important role both social workers and agencies play in alleviating social injustice?

## G- 1 and 2 ENGAGE IN RESEARCH-INFUSED PRACTICE AND PRACTICE-INFUSED RESEARCH:

Use research findings to inform leadership, administration, community development, and advocacy efforts.

### Practice Tasks

1. Identify research findings relevant to administration, advocacy, and community development efforts.
2. Use research findings to select effective system interventions.
3. Evaluate effectiveness of the selected clinical and/or community interventions.
4. Identify research questions that arise from practice experience.
5. Explore opportunities for collaborative research addressing these questions.
6. Evaluate effectiveness of one's own practice skills and make revisions as necessary.

### Work Plan suggestions:

1. Begin planning your program or policy evaluation.
2. Sometime during the fall semester: Develop a plan for/implement a plan for your own evaluation of your practice, i.e. besides your field instructor's or preceptor's evaluation of you.
3. Student will research best practices that are relevant to the agency; compare best practices with the agency's practice and determine if there are ways the agency can improve services.
4. Use evaluation done in #3 to analyze the financial impact on any change that is proposed.
5. Analyze the impact of #3 and #4 on agency culture and community support including personnel, donors, referral sources, etc.

### Evaluation

1. Can the student link research literature to the practice at the agency? Can they make connections and evaluate how the research could improve services? Or does the research further corroborate that the agency is providing the appropriate service?
2. Does the student understand the impact of the agency structure on the services provided?
3. Does the student research any areas of practice that they are not familiar with? Do they seek out learning opportunities independently?
4. Has the student presented findings to leadership or prepared reports for administration and planning purposes?

**H-1 and 2 SOCIAL POLICY:** Analyze the implications of policy on human service organizations, community, governments, and society.

#### Practice Tasks

1. Demonstrate an ability to articulate the parameters of a specific agency policy on your role as an administrator or advocate.
2. Demonstrate an ability to articulate the impact of that policy on agency or community structures.
3. Analyze how that specific agency policy is derived from a broader social policy.
4. Identify changes needed to make policy more responsive to client needs.
5. Develop strategies to implement policy change.
6. Develop and sustain collaborations for effective policy action.
7. Second Semester: Meet with one of your elected officials to discuss an issue.

#### Work Plan suggestions:

1. Discuss with field instructor or preceptor current local, state, national policies/law that negatively and positively impact your clients.
2. Meet with one of your elected officials to discuss a current or proposed law that is affecting your agency's clients.
3. Identify one agency policy that is tied to a contract or legislation and assess impact on agency and the clients they serve. Propose changes and determine course to move those changes through the process to be approved by proper authorities.
4. Student will attend NASW OK Policy Day.

#### Evaluation

1. Can the student articulate the link between policy and services?
2. Can the student think critically about the variables that result in policy being created? Can they do this independent of their personal biases?
3. Does the student understand the role social workers can play in impacting policy? Have they been involved in any social action work?

**I-1 and 2 VALUES AND ETHICS:** Apply social work values and ethical standards to the practice of leadership, administration, community development, and advocacy.

#### Practice Tasks

1. Manage personal values in a way that allows professional values to guide practice.
2. Articulate with field instructor how to remain effectively engaged in agency based practice when perceiving dissonance between professional values and agency policies and procedures.
3. Recognize an ethical dilemma when it occurs in practice.
4. Use an ethical decision making model to solve ethical dilemmas.
5. Tolerate ambiguity in resolving ethical conflicts.

#### Work Plan suggestions:

1. Attend the required ethics training conducted by Dr. Gray. (for Tulsa only)
2. Discuss with field instructor, preceptor, and liaison any ethics issues that arise.
3. Apply social work values and ethics in decision making.
4. Student will research best practices in non-profit or governmental administration of social service agencies; attend trainings as available. (Resources: Non-profits: Board Source, OK Center for Non-Profits; if student is placed within a governmental organization, they may research other states and how they deliver services)

#### Evaluation

1. Is the students' behavior congruent with social work values and ethics? Are there any areas in which their values are in conflict with social work values? If so, does the student have insight into this and has an ability to manage the conflict so that it does not impact their work?
2. Has the student demonstrated the use of ethical principles in any of their decision making?
3. Is the student able to tolerate ambiguity and think critically about the situation before arriving at a decision?

## J-1 and 2 ENGAGE, ASSESS, INTERVENE, AND EVALUATE WITH ORGANIZATIONS

**AND COMMUNITIES:** Demonstrate skills in planning, goal formulation, program development, community organizing &/or mobilizing, implementation, monitoring, and evaluation.

### Practice Tasks

1. Demonstrate skills in effectively collecting, organizing, and interpreting data in preparation for action with organizations and communities.
2. Demonstrate the use of interpersonal skills (including community organizing and/or mobilizing) to develop and sustain collaborations of multiple consistency groups working toward system change.
3. Demonstrate successful completion of the beginning, middle, and termination phases of social work intervention.
4. Synthesize and apply a range of evidenced-based practice interventions that enhance agency and community capacity.
5. Demonstrate skills in critically analyzing, monitoring, and evaluating social work intervention outcomes and effectiveness.
6. Provide leadership in developing and advocating for policies and services that reflect evidenced-based interventions across diverse client populations.
7. Document consistently and accurately efforts and outcomes specific to the agency setting and agency requirements.
8. Understand how agency or program budget is developed and how to read the budget.

### Work Plan suggestions:

1. Student will develop an evaluation to measure agency outcomes. Include staff, clients, and administrators as appropriate and possible.
2. Based upon the outcomes of the evaluation, develop recommendations for improvement or expansion of the service.
3. In collaboration with the agency, research a foundation or other grant maker that would complement their current program structure and enhance the agency. Complete the grant application and submit it if possible and appropriate.
4. Student will identify resources on budgeting and familiarize themselves with basic principles. Student will look at the agencies budget and think critically about the way in which the agency allocates resources and discuss with FI.

### Evaluation

1. Has the student completed the evaluation of the agency and shared recommendations? Was the end product professionally presented and substantiated with data and observations?
2. Was the student able to articulate steps to take if the project was acted upon?
3. Was the student able to articulate the link between the budget and services to clients? Were they able to understand how/why budget changes were made?
4. Did the student advocate for any changes within the organization? If so, was their advocacy appropriate, well thought-out and professional?

**K-1 and 2 CRITICAL THINKING:** Apply critical thinking skills, logic, scientific inquiry and reasoned discernment to professional judgment in leadership, administration, community development, and advocacy.

#### Practice Tasks

1. Identify multiple responses to system problems.
2. Evaluate the consequences of identified responses to system problems.
3. Use well-reasoned conclusions and solutions, testing them against relevant criteria and standards.
4. Distinguish, appraise, and integrate multiple sources of knowledge for effective decision making.
5. Demonstrate effective oral and written communication in determining solutions to complex problems.

#### Work Plan suggestions:

1. If possible, write or help write a funding proposal for your agency. If you are a full-time student, this may meet your requirement for assignment #3 in 5633 (discuss with instructor early in semester.)
2. If your agency is engaged in any long range planning, assist with this process.
3. In collaboration with the agency identify a current challenge then analyze utilizing a model such as SWOT (strengths, weaknesses, opportunities, threats); student will summarize their findings in a written format or as a presentation to FI and/or leadership.

#### Evaluation

1. Is the student able to integrate multiple sources of knowledge to inform decisions?
2. Is the student able to explain the knowledge and sources behind their decisions? Can they express it both orally and in writing?
3. Has the student demonstrated any particular creativity regarding complex problems?

**L-1 and 2 HBSE/THEORY:** Demonstrate the ability to critique the effectiveness of theoretical approaches to leadership, administration, community development, and advocacy. Utilize multiple theories of leadership, administration, community development, and advocacy in the practice of social work.

#### Practice Tasks

1. Articulate multiple theoretical frameworks used in administration and community development.
2. Evaluate the degree to which each framework is supported by research literature and outcome studies.
3. Determine which theories provide best practice for specific situations.
4. Articulate personal strengths and limitations in utilizing various leadership models.

#### Work Plan suggestions:

1. Select an individual you feel exemplifies strong human service administration leadership skills, interview this person about their leadership values and approach, inquire about a significant leadership experience that exemplifies those values and approach. (SW5553, assignment 2)
2. Discuss with your field instructor or preceptor - What three values you see as core to your leadership style. How these values are informed by the NASW code of ethics. How you will motivate others to act and how you will model the way. Your greatest challenges in leadership and how you will resolve these challenges. (SW5553, assignment 3)

#### Evaluation

1. Can the student identify types of leadership and when they are most appropriate? Have they identified their own style of leadership?
2. Has the student been able to adapt their leadership style based on feedback and situation?
3. Has the student identified what theory of community development and advocacy that best suits their leadership style? Have they identified ways in which the two are in conflict?
4. Can the student monitor and evaluate their effectiveness and make changes to their practice, leadership and organizational styles?

**M-1 and 2 PROFESSIONAL COMMUNICATION:** Apply critical thinking skills, social work ethics, professional discernment and judgment in communicating with, about, or in behalf of client systems - in both oral and written format.

#### Practice Tasks

1. Demonstrate appropriate, focused, and well-organized oral communication skills with clients and at agency and community meetings.
2. Demonstrate ability to organize and record accurate client data, assessments, intervention efforts and outcomes, in appropriate formats, utilizing professional terminology.
3. Demonstrate appropriate, focused and well organized written communication skills in composing reports and professional correspondence.

#### Work Plan suggestions:

1. Student will participate in agency meetings as appropriate.
2. Student will develop a presentation of evaluation results and any recommendations for next steps and share that with agency personnel or others as appropriate; present the material in a non-threatening, professional manner.
3. The student will present themselves professionally in written and oral communication within and outside the agency.

#### Evaluation

1. Is the student comfortable with their professional role? If not, have they been able to become more so over the course of the practicum?
2. Does the student communicate professionally with co-workers, supervisors and clients?
3. Does the student use written documents professionally and with sensitivity to the power of the written word?
4. Has the student had to facilitate a difficult meeting that challenged their professional communication skills?





COUNCIL ON SOCIAL WORK EDUCATION

## Educational Policy and Accreditation Standards

### **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 construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work's purpose 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.

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

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

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

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## 1. Program Mission and Goals

### **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 (EP 1.1), and are informed by context (EP 1.2).

### **Educational Policy 1.1—Values**

Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence,<sup>1</sup> 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.

### **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. Programs are further influenced by their historical, political, economic, social, cultural, demographic, 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 and practice.

### ***Accreditation Standard 1.0—Mission and Goals***

*The social work program's mission and goals reflect the profession's purpose and values and the program's context.*

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

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

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<sup>1</sup> These six value elements reflect the National Association of Social Workers *Code of Ethics*.

National Association of Social Workers (approved 1996, revised 1999). *Code of Ethics for Social Workers*. Washington, D.C.: NASW.

## 2. Explicit Curriculum

### **Educational Policy 2.0—The Social Work Curriculum and Professional Practice**

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.

### **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.

#### **Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.**

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers

- advocate for client access to the services of social work;
- practice personal reflection and self-correction to assure continual professional development;
- attend to professional roles and boundaries;
- demonstrate professional demeanor in behavior, appearance, and communication;
- engage in career-long learning; and
- use supervision and consultation.

**Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.**

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

- recognize and manage personal values in a way that allows professional values to guide practice;
- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics<sup>2</sup> and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;<sup>3</sup>
- tolerate ambiguity in resolving ethical conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions.

**Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.**

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- analyze models of assessment, prevention, intervention, and evaluation; and
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

**Educational Policy 2.1.4—Engage diversity and difference in practice.**

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple

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<sup>2</sup> National Association of Social Workers (approved 1996, revised 1999). *Code of Ethics for Social Workers*. Washington, DC: NASW.

<sup>3</sup> International Federation of Social Workers and International Association of Schools of Social Work. (2004). *Ethics in Social Work, Statement of Principles*. Retrieved January 2, 2008 from <http://www.ifsw.org>

factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers

- recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- recognize and communicate their understanding of the importance of difference in shaping life experiences; and
- view themselves as learners and engage those with whom they work as informants.

**Educational Policy 2.1.5—Advance human rights and social and economic justice.**

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers

- understand the forms and mechanisms of oppression and discrimination;
- advocate for human rights and social and economic justice; and
- engage in practices that advance social and economic justice.

**Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.**

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers

- use practice experience to inform scientific inquiry and
- use research evidence to inform practice.

**Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.**

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers

- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- critique and apply knowledge to understand person and environment.

**Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers

- analyze, formulate, and advocate for policies that advance social well-being; and
- collaborate with colleagues and clients for effective policy action.

**Educational Policy 2.1.9—Respond to contexts that shape practice.**

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers

- continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
- provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

**Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes

identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

#### **Educational Policy 2.1.10(a)—Engagement**

Social workers

- substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- use empathy and other interpersonal skills; and
- develop a mutually agreed-on focus of work and desired outcomes.

#### **Educational Policy 2.1.10(b)—Assessment**

Social workers

- collect, organize, and interpret client data;
- assess client strengths and limitations;
- develop mutually agreed-on intervention goals and objectives; and
- select appropriate intervention strategies.

#### **Educational Policy 2.1.10(c)—Intervention**

Social workers

- initiate actions to achieve organizational goals;
- implement prevention interventions that enhance client capacities;
- help clients resolve problems;
- negotiate, mediate, and advocate for clients; and
- facilitate transitions and endings.

#### **Educational Policy 2.1.10(d)—Evaluation**

Social workers critically analyze, monitor, and evaluate interventions.

#### **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.

### **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.

### **Educational Policy 2.3—Signature Pedagogy: Field Education**

Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice.<sup>4</sup> In social work, the signature pedagogy is field education. The intent of field education is to connect 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 achievement of program competencies.

#### **Accreditation Standard B2.0—Curriculum**

*The 10 core competencies are used to design the professional curriculum. The program*

**B2.0.1** *Discusses how its mission and goals are consistent with generalist practice as defined in EP B2.2.*

**B2.0.2** *Identifies its competencies consistent with EP 2.1 through 2.1.10(d).*

**B2.0.3** *Provides an operational definition for each of its competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d)].*

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<sup>4</sup> Shulman, L. S. (2005, Summer). Signature pedagogies in the professions. *Daedalus*, 52-59.



- B2.0.4** *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).*
- B2.0.5** *Describes and explains how its curriculum content (knowledge, values, and skills) implements the operational definition of each of its competencies.*

### **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. The program*

- M2.0.1** *Identifies its concentration(s) (EP M2.2).*
- M2.0.2** *Discusses how its mission and goals are consistent with advanced practice (EP M2.2).*
- M2.0.3** *Identifies its program competencies consistent with EP 2.1 through 2.1.10(d) and EP M2.2.*
- M2.0.4** *Provides an operational definition for each of the competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d); EP M2.2].*
- M2.0.5** *Provides a rationale for its formal curriculum design (foundation and advanced), demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).*
- M2.0.6** *Describes and explains how its curriculum content (relevant theories and conceptual frameworks, values, and skills) implements the operational definition of each of its competencies.*

### **Accreditation Standard 2.1—Field Education**

*The program discusses how its field education program*

- 2.1.1** *Connects the theoretical and conceptual contribution of the classroom with the practice setting, fostering the implementation of evidence-informed practice.*
- B2.1.2** *Provides generalist practice opportunities for students to demonstrate the core competencies.*
- M2.1.2** *Provides advanced practice opportunities for students to demonstrate the program's competencies.*
- 2.1.3** *Provides a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master's programs.*
- 2.1.4** *Admits only those students who have met the program's specified criteria for field education.*
- 2.1.5** *Specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; maintaining field liaison contacts with field education settings; and evaluating student learning and field setting effectiveness congruent with the program's competencies.*

- 2.1.6** *Specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program. For cases in which a field instructor does not hold a CSWE-accredited social work degree, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.*
- 2.1.7** *Provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.*
- 2.1.8** *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.*

### 3. Implicit Curriculum

#### **Educational Policy 3.0—Implicit Curriculum: The Learning Environment**

The implicit curriculum refers to the educational environment in which the explicit curriculum is presented. It is composed of the following elements: the program's commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources. The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy of resources. The culture of human interchange; the spirit of inquiry; the support for difference and diversity; and the values and priorities in the educational environment, including the field setting, inform the student's learning and development. The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program's graduates. Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession.<sup>5</sup>

#### **Educational Policy 3.1—Diversity**

The program's commitment to diversity—including age, class, color, culture, disability, ethnicity, gender,

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<sup>5</sup> Eisner, E. W. (2002). *The educational imagination: On the design and evaluation of school programs* (3<sup>rd</sup> ed.). New York: Macmillan.

gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation—is reflected in its learning environment (institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body).

### **Accreditation Standard 3.1—Diversity**

- 3.1.1** *The program describes the specific and continuous efforts it makes to provide a learning environment in which respect for all persons and understanding of diversity and difference are practiced.*
- 3.1.2** *The program describes how its learning environment models affirmation and respect for diversity and difference.*
- 3.1.3** *The program discusses specific plans to improve the learning environment to affirm and support persons with diverse identities.*

### **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**

- B3.2.1** *The program identifies the criteria it uses for admission.*
- 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.*
- 3.2.2** *The program describes the process and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.*
- M3.2.3** *BSW graduates entering MSW programs are not to repeat what has been mastered in their BSW programs. MSW programs describe the policies and procedures used for awarding*

*advanced standing. These policies and procedures should be explicit and unambiguous. 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.*

- 3.2.4** *The program describes its policies and procedures concerning the transfer of credits.*
- 3.2.5** *The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.*

#### **Advisement, retention, and termination**

- 3.2.6** *The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.*
- 3.2.7** *The program spells out how it informs students of its criteria for evaluating their academic and professional performance, including policies and procedures for grievance.*
- 3.2.8** *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.*

#### **Student participation**

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

### **Educational Policy 3.3—Faculty**

Faculty qualifications, including experience related to the program's competencies, and an appropriate student-faculty ratio are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, scholarship, and service—as well as their interactions with one another, administration, students, and community—the program's faculty models the behavior and values expected of professional social workers.

#### **Accreditation Standard 3.3—Faculty**

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

- 3.3.2** *The program discusses how faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty's teaching, scholarly, and service responsibilities. To carry out the ongoing functions of the program, the full-time equivalent faculty-to-student ratio is usually 1:25 for baccalaureate programs and 1:12 for master's programs.*
- B3.3.3** *The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority and no fewer than two of the full-time faculty has either a master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred, or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree preferably in social work.*
- M3.3.3** *The master's social work program identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree preferably in social work.*
- 3.3.4** *The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program's mission and goals.*
- 3.3.5** *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.*
- 3.3.6** *The program describes how its faculty models the behavior and values of the profession in the program's educational environment.*

### **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 social work education. They exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers.

#### **Accreditation Standard 3.4—Administrative Structure**

- 3.4.1** *The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program's mission and goals.*

- 3.4.2** *The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution's policies.*
- 3.4.3** *The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.*
- 3.4.4** *The program identifies the social work program director. Institutions with accredited BSW and MSW programs appoint a separate director for each.*
- B3.4.4(a)** *The program describes the BSW 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 preferred or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree, preferably in social work.*
- B3.4.4(b)** *The program provides documentation that the director has a full-time appointment to the social work program.*
- B3.4.4(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 25% assigned time is required at the baccalaureate level. The program demonstrates this time is sufficient.*
- 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.*
- M3.4.4(b)** *The program provides documentation that the director has a full-time appointment to the social work program.*
- 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.*

- 3.4.5** *The program identifies the field education director.*
- 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.*
  - 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 post-master's social work degree practice experience.*
  - 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.*
  - 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.*

### **Educational Policy 3.5—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 support learning and professionalization of students and program improvement.

#### **Accreditation Standard 3.5—Resources**

- 3.5.1** *The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits the budget form to demonstrate sufficient and stable financial supports that permit program planning and faculty development.*
- 3.5.2** *The program describes how it uses resources to continuously improve the program and address challenges in the program's context.*
- 3.5.3** *The program demonstrates sufficient support staff, other personnel, and technological resources to support itself.*
- 3.5.4** *The program submits the library form to demonstrate comprehensive library holdings and/or electronic access and other informational and educational resources necessary for*

*achieving its mission and goals.*

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

**3.5.6** *The program describes its access to assistive technology, including materials in alternative formats (e.g., Braille, large print, books on tape, assistive learning systems).*

## 4. Assessment

### **Educational Policy 4.0— Assessment**

Assessment is an integral component of competency-based education. To evaluate the extent to which the

competencies have been met, a system of assessment is central to this model of education. Data from assessment continuously inform and promote change in the explicit and implicit curriculum to enhance attainment of program competencies.

### **Accreditation Standard 4.0—Assessment**

**4.1.1** *The program presents its plan to assess the attainment of each of its competencies. The plan specifies procedures, multiple measures of each practice behavior, and benchmarks employed to assess the attainment of each of the program's competencies (AS B2.0.3; AS M2.0.4).*

**4.1.2** *The program provides summary data and outcomes for the assessment of each of its competencies, identifying the percentage of students achieving each benchmark.*

**4.1.3** *The program describes the procedures it employs to evaluate the outcomes and their implications for program renewal. It discusses specific changes it has made in the program based on specific assessment outcomes.*

**4.1.4** *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.*

**4.1.5** *The program appends copies of all assessment instruments used to assess the program competencies.*