



COUNCIL ON SOCIAL WORK EDUCATION

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March 3, 2017

Tim Foster, JD

President

Colorado Mesa University

Office of the President

1100 North Avenue

Grand Junction, CO 81501-3122

Dear President Foster:

At its February 2017 meeting, the Commission on Accreditation (COA) reviewed the social work program's *Initial Accreditation* self-study, *Site Visit Report*, and program response to the report as the application for *Initial Accreditation*. The COA decided to grant *Initial Accreditation* to the baccalaureate social work program through February 2021, with a *Progress Report* to be reviewed by the program's accreditation specialist, based on the following standard:

Accreditation Standard 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.*

The program described the process and procedures for evaluating applications and notifying applicants of the decision. However, the program did not discuss how applicants are notified of contingent conditions associated with admission.

The program is asked to describe the process and procedures for evaluating applications to determine contingent conditions associated with admission and how students are notified of these contingent conditions.

Submit one (1) hard copy and one (1) e-copy of the *Progress Report* no later than December 1, 2017, for review during the February 2018 Commission on Accreditation meeting.

Please be in touch with Anna R. Holster, Accreditation Specialist in the Department of Social Work Accreditation, if there are any questions about this letter or the procedures and actions of the Commission on Accreditation.

Sincerely,

Andrew W. Safyer, PhD, MSW

Chair, Commission on Accreditation

AWS/ARH

Cc: Michelle Sunkel, DSW, LCSW, LAC, MBE
Director of Field Education

Initial Accreditation Review Brief

Council on Social Work Education Commission on Accreditation

2008 EPAS

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

Section 1

The program completes identifying information in section 1.

Section 2

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 <http://www.cswe.org/Accreditation/Candidacy.aspx>].

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 commission visitor types compliance or noncompliance in the *C/NC* column, next to each compliance statement, to report how well the program meets and addresses each item. The commission visitor indicates her or his reasoning in the *Comments* column for any compliance statement marked noncompliance. The commission reader uses a different font to distinguish his or her comments from those made by the commission visitor.

Section 3

The *Compliance Statement* column in section 3 of the Initial Accreditation Review Brief lists each accreditation standard (AS), related educational policies (EP), and compliance statements for accreditation standards under **Maintained Compliance**. The compliance statements are from the Compliance, Concern, and Noncompliance (C/C/NC) Statements [available on the CSWE website <http://www.cswe.org/Accreditation/Candidacy.aspx>].

In the *Location* column of section 3, the program indicates the document name and page number where each compliance statement is addressed in the program's Benchmark III. The commission reader indicates areas that are either no longer

Compliant or are areas of Concern and provides directions to the program in the *Comments* column.

Section 4

The commission visitor uses section 4 to recommend a decision to the Commission on Accreditation and summarize areas of noncompliance with Benchmark III standards and areas of concern with any standards covered at earlier Benchmarks.

Section 5

The commission reader uses section 5 to recommend a decision to the Commission on Accreditation and summarize areas of noncompliance with Benchmark III standards and areas of concern with any standards covered at earlier Benchmarks.

Section 1

In Section 1, the program fills in the identifying information below.

Program	
University:	Colorado Mesa University
Address:	1100 N. Avenue
City, State:	Grand Junction, CO 81501
Date Submitted:	September 14, 2016

Program Chief Administrator	
Name:	Kymberly Owens, MSW, LCSW
Title:	Director, Social Work Program Assistant Professor of Social Work
Email Address:	kjowens@coloradomesa.edu
Web URL:	coloradomesa.edu/sbs/socialwork.html

Level of Program (check one)	
X	Baccalaureate Degree Program
	Master's Degree Program

Program Options	
<input type="checkbox"/> y xn	Online/Distance Education Program
2	Number of Locations Where Courses are Offered

Identify All Program Delivery Options Offered by the Program
Locations: Colorado Mesa University main campus and CMU Montrose campus. Modes of delivery: Campus-based, online, hybrid, independent study.

Programs are expected to identify all program delivery options (e.g., campus-based, distance, on-line, other) and include all locations from which program options are delivered. The self-study narrative is also expected to demonstrate that each relevant standard applies to all program delivery options and at all identified locations.

Section 2 - Compliance with the Following Accreditation Standards

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. 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 *C/NC* column the commission visitor types compliance or noncompliance in the *C/NC* column, next to each compliance statement, to report how well the program meets and addresses each item. The commission visitor indicates her or his reasoning in the *Comments* column for any compliance statement marked noncompliance. The commission reader uses a different font to distinguish his or her comments from those made by the commission visitor.

2. Explicit Curriculum

Educational Policy 2.3—Signature Pedagogy: Field Education				
<p>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. 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.</p>				
Accreditation Standard 2.1—Field Education				
Accreditation Standard	Compliance Statement	Location	C/NC	Comments
B2.1.2: [The program discusses how its field education program] provides generalist practice opportunities for students to demonstrate the core competencies.	<ul style="list-style-type: none"> Narrative discussed how generalist practice opportunities are provided for students to demonstrate core competencies. 	Vol. 1, Sec. 2, pp. 86-89	Appears compliant	
M2.1.2: [The program discusses how its field education program] provides advanced practice opportunities for students to demonstrate the program's competencies.	<ul style="list-style-type: none"> Narrative discussed how advanced practice opportunities are provided for students to demonstrate program's competencies. 	N/A	NA	
2.1.3: [The program discusses how its field education program] provides a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master's programs.	<ul style="list-style-type: none"> Narrative discussed how baccalaureate degree students complete a minimum of 400 hours of field education and master's students complete a minimum of 900 hours of field education. 	Vol. 1, Sec. 2, pp. 89-90	Appears compliant	450 field hours

(Continued on next page)

Section 2 - Compliance with the Following Accreditation Standards

2. Explicit Curriculum

Accreditation Standard	Compliance Statement	Location	C/NC	Comments
2.1.4: [The program discusses how its field education program] admits only those students who have met the program's specified criteria for field education.	<ul style="list-style-type: none"> Narrative discussed how the field program only admits students who meet its specified criteria. 	Vol. 1, Sec. 2, pp. 90-91	Appears compliant	
2.1.5: [The program discusses how its field education program] 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.	<ul style="list-style-type: none"> Congruent with the program's competencies, the narrative discussed its written policies, criteria and procedures for: <ol style="list-style-type: none"> Selecting field settings; Placing and monitoring students; Maintaining field liaison contacts with field education settings; and Evaluating student learning and field setting effectiveness. 	Vol. 1, Sec. 2, pp. 91-97	Appears compliant	

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Section 2 - Compliance with the Following Accreditation Standards

2. Explicit Curriculum

Accreditation Standard	Compliance Statement	Location	C/NC	Comments
<p>2.1.6: [The program discusses how its field education program] specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program 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.</p>	<ul style="list-style-type: none"> Narrative discussed how the credentials and practice experience of its field instructors enables them to design appropriate student learning opportunities to demonstrate program competencies. 	Vol. 1, Sec. 2, pp. 97-98	Appears compliant	
	<ul style="list-style-type: none"> Narrative discussed how program's field instructors, for baccalaureate students, hold a CSWE-accredited baccalaureate or master's social work degree. 	Vol. 1, Sec. 2, p. 98	Appears compliant	
	<ul style="list-style-type: none"> Narrative discussed how the program's field instructors, for master's students, hold a CSWE-accredited master's social work degree. 	N/A		
	<ul style="list-style-type: none"> Narrative discussed how the program reinforces a social work perspective when field instructors do not hold a CSWE- accredited baccalaureate or master's social work degree. 	Vol. 1, Sec. 2, p. 98	Appears compliant	Through the field liaison

(Continued on next page)

Section 2 - Compliance with the Following Accreditation Standards

2. Explicit Curriculum

Accreditation Standard	Compliance Statement	Location	C/NC	Comments
2.1.7: [The program discusses how its field education program] provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.	<ul style="list-style-type: none"> Narrative discussed how the program orients, trains and dialogues with field settings and instructors. 	Vol. 1, Sec. 2, pp. 98-99	Appears compliant	<p>Annual trainings</p> <p>Up to 3 field liaison visits per year – verified by field instructors</p> <p>Field advisory board meets twice a year</p>
2.1.8: [The program discusses how its field education program] develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment.	<ul style="list-style-type: none"> Narrative discussed how its policies regarding field placements in an agency in which the student is also employed ensures that assignments and field instruction differ from those responsibilities and supervision associated with the student's employment. 	Vol. 1, Sec. 2, pp. 99-100	Appears compliant	

Section 2 - Compliance with the Following Accreditation Standards

3. Implicit Curriculum

Educational Policy 3.1—Diversity				
The program’s commitment to diversity—including age, class, color, culture, disability, ethnicity, gender, 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				
Accreditation Standard	Compliance Statement	Location	C/NC	Comments
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.	<ul style="list-style-type: none"> Narrative described specific and continuous effort to provide respect and understanding of diversity (see list in EP3.1) and difference in the learning environment (see list in EP3.1). 	Vol. 1, Sec. 2, pp. 100-103	Appears compliant	
3.1.2: The program describes how its learning environment models affirmation and respect for diversity and difference.	<ul style="list-style-type: none"> Narrative described how learning environment models affirmation and respect for diversity and difference. 	Vol. 1, Sec. 2, pp. 103-107	Appears compliant	<p>While the initial program narrative was focused on policies rather than the learning environment – discussion during the commissioner visit indicates faculty model support for diversity and difference in the service and teaching. In addition CMU offers many lectures and group supports for diversity and difference. (One recent presentation was by a NAMI representative, an African American man who graduated Harvard despite mental illness and the challenges of racial difference. Others events will be detailed in the program responses as well.)</p> <p>(Some of 3.1.2 content is also addressed under standards 3.1.1 and 3.1.3 narratives)</p>
3.1.3: The program discusses specific plans to improve the learning environment to affirm and support persons with diverse identities.	<ul style="list-style-type: none"> Narrative discussed specific plans to improve the learning environment to affirm and support persons with diverse identities. 	Vol. 1, Sec. 2, pp. 108-110	Appears compliant	

Section 2 - Compliance with the Following Accreditation Standards

Section 2 - Compliance with the Following Accreditation Standards

3. Implicit Curriculum

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

Accreditation Standard	Compliance Statement	Location	C/NC	Comments
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.	<ul style="list-style-type: none"> Each full time and part time faculty was identified. 	Faculty Summary Form attached directly following AS 3.2.1, p. 111	Appears compliant	2 Full time faculty plus 3 adjuncts (The FTE equivalent of the adjuncts can be calculated and included for faculty to student ratio determination.)
	<ul style="list-style-type: none"> Narrative discussed the qualifications, expertise, service and experience (as related to the program's competencies) for each faculty. 	Vol. 1, Sec. 2, pp. 111-113	Appears compliant	Full time faculty have considerable practice experience
	<ul style="list-style-type: none"> Narrative discussed that faculty who teach practice courses have a CSWE accredited MSW degree and at least two years social work practice experience. 	Vol. 1, Sec. 2, pp. 112	Appears compliant	See p 112
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	<ul style="list-style-type: none"> Narrative discussed how faculty size is commensurate with the number and type of curricular offerings in class and field, class size, number of students and faculty teaching, scholarly and service responsibilities. 	Vol. 1, Sec. 2, pp. 114-115	Appears compliant	4:4

Section 2 - Compliance with the Following Accreditation Standards

<p>master's programs.</p>	<ul style="list-style-type: none"> Narrative provided evidence that full-time equivalent faculty to student faculty ratio is usually 1:25 at the BSW and 1:12 at MSW level. 	<p>Vol. 1, Sec. 2, p. 115</p>	<p>Appears compliant</p>	<p>Currently compliant</p> <p>With planned class sizes of 20-25 the ratio is clearly met – and might be even lower if FTE equivalent of the 3 adjuncts are included.</p>
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Section 2 - Compliance with the Following Accreditation Standards

3. Implicit Curriculum

Accreditation Standard	Compliance Statement	Location	C/NC	Comments
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.	<ul style="list-style-type: none"> No fewer than 6 full-time principally assigned faculty with a CSWE accredited MSW to the program were identified. (No fewer than 3 at Commission Visit I, 5 at Commission Visit II, and 6 at Commission Visit III.) 	N/A	NA	
	<ul style="list-style-type: none"> Narrative presented evidence that the majority have a CSWE accredited MSW degree and a doctoral degree. 	N/A	NA	
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.	<ul style="list-style-type: none"> Narrative demonstrated that faculty engage in ongoing professional development as teachers, scholars, and practitioners in the achievement of institutional priorities and the program's mission and goals. 	Vol. 1, Sec. 2, pp. 117-123	Appears compliant	
3.3.6: The program describes how its faculty models the behavior and values of the profession in the program's educational environment.	<ul style="list-style-type: none"> Narrative described how faculty model the behavior and values of the profession. 	Vol. 1, Sec. 2, pp. 123-124	Appears compliant	Strong focus on relationships and integrity

Section 2 - Compliance with the Following Accreditation Standards

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	Compliance Statement	Location	C/NC	Comments
3.5.2: The program describes how it uses resources to continuously improve the program and address challenges in the program's context.	<ul style="list-style-type: none"> Narrative described how resources are used to continuously improve and address challenges. 	Vol. 1, Sec. 2, pp. 124-125	Appears compliant	
3.5.3: The program demonstrates sufficient support staff, other personnel, and technological resources to support itself.	<ul style="list-style-type: none"> Narrative demonstrated sufficient support staff, other personnel, and technological resources. 	Vol. 1, Sec. 2, pp. 125-126	Appears compliant	

Section 2 - Compliance with the Following Accreditation Standards

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	Compliance Statement	Location	C/NC	Comments
4.0.2: The program provides summary data and outcomes for the assessment of each of its competencies, identifying the percentage of students achieving each benchmark.	<ul style="list-style-type: none"> Summary data for each practice behavior and outcomes for the assessment of each competency, identifying the percentage of students achieving each benchmark, were provided. 	Summary data attached in Vol. 3, Supporting Documentation; Appendixes N, O, & P.	Appears compliant	(Field instructor ratings and student self-assessments using 1-5 scale for the 42 PBs.)
	<ul style="list-style-type: none"> Narrative adequately described the summary data presented. 	Vol. 1, Sec. 2, pp. 126-128	Appears compliant	
4.0.3: 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.	<ul style="list-style-type: none"> Narrative adequately described the procedures employed to evaluate the outcomes and their implications for program renewal. Narrative described the specific changes made in the program based on specific assessment outcomes. 	Vol. 1, Sec. 2, pp. 128-131	Appears compliant – During the visit the faculty stated that the full faculty evaluates the outcomes.	Appears compliant – no changes are required based on assessment date – which meets or exceeds benchmarks for all PBs and competencies. The program does describe some changes made but these are not specific to the collect assessment data.
4.0.4: The program uses Form AS 4 (B) and/or Form AS4 (M) to report its most recent assessment outcomes to constituents and the public on its website and routinely up-dates (minimally every 2 years) these postings.	<ul style="list-style-type: none"> The program provided a copy of Form AS 4(B) for baccalaureate or Form AS 4(M) for master's and documented that the form is available on its website. 	Vol. 1, Sec. 2, p. 131	Appears compliant – found at bottom of the programs' main web page	
4.0.5: The program appends copies of all assessment instruments used to assess the program competencies.	<ul style="list-style-type: none"> Copies of all assessment instruments used to assess the program's competencies were appended. 	Vol. 1, Sec. 2, p. 132	Appears compliant. The 1) full field instructor rating form and 2) the student self-assessment are included.	

Section 3 – Maintained Compliance with the Following Accreditation Standards Covered at Earlier Benchmarks

1. Program Mission and Goals

The *Compliance Statement* column in section 3 of the Initial Accreditation Review Brief lists each accreditation standard (AS), related educational policies (EP), and compliance statements for accreditation standards under **Maintained Compliance with the Following Accreditation Standards**. In the *Location* column, the program indicates the document name and page number where each compliance statement is addressed in the program’s Initial Accreditation Self Study. In the *C/NC* column the commission visitor types compliance, concern, or noncompliance in the *C/C/NC* column, next to each compliance statement, to report how well the program meets and addresses each item. The commission visitor indicates her or his reasoning in the *Comments* column for any compliance statement marked noncompliance or concern. The commission reader uses a different font to distinguish his or her comments from those made by the commission visitor.

<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 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.</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 (EP 1.1), and are informed by context (EP 1.2).</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. 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.</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	C/C/NC	Comments
1.0.1: [The program] submits its mission statement and describes how it is consistent with the profession’s purpose and values and program context.	<ul style="list-style-type: none"> Program’s mission statement was submitted. 	Vol. 1, Sec. 1, p. 2	Appears compliant	
	<ul style="list-style-type: none"> Narrative demonstrated how the program’s mission is consistent with the profession’s purpose & values and program’s context. 	Vol. 1, Sec. 1, pp. -38	Appears compliant	
1.0.2: [The program] identifies its goals and demonstrates how they are derived from the program’s mission.	<ul style="list-style-type: none"> Program goals were identified. 	Vol. 1, Sec. 1, p. 8	Appears compliant	
	<ul style="list-style-type: none"> Narrative demonstrated how program goals are derived from its mission statement. 	Vol. 1, Sec. 1, pp. 8-10	Appears compliant	

Section 3 – Maintained Compliance with the Following Accreditation Standards Covered at Earlier Benchmarks

<p>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.</p>				
<p>Accreditation Standard B2.0—Curriculum The 10 core competencies are used to design the professional curriculum.</p>				
Accreditation Standard	Compliance Statement	Location	C/C/NC	Comments
B2.0.1: [The program] discusses how its mission and goals are consistent with generalist practice as defined in EP B2.2.	<ul style="list-style-type: none"> Narrative discussed how the program’s mission & goals are consistent with core competencies that define generalist practice. 	Vol. 1, Sec. 1, pp. 10-11	Appears compliant	

Section 3 – Maintained Compliance with the Following Accreditation Standards Covered at Earlier Benchmarks

Educational Policy 2.1—Core Competencies				
<p>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.</p> <p>EP 2.1.1—Identify as a professional social worker and conduct oneself accordingly. EP 2.1.2—Apply social work ethical principles to guide professional practice. EP 2.1.3—Apply critical thinking to inform and communicate professional judgments. EP 2.1.4—Engage diversity and difference in practice. EP 2.1.5—Advance human rights and social and economic justice. EP 2.1.6—Engage in research-informed practice and practice-informed research. EP 2.1.7—Apply knowledge of human behavior and the social environment. EP 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services. EP 2.1.9—Respond to contexts that shape practice. EP 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.</p>				
Accreditation Standard	Compliance Statement	Location	C/C/NC	Comments
B2.0.2: [The program] identifies its competencies consistent with EP 2.1 through 2.1.10(d).	<ul style="list-style-type: none"> Program competencies were identified. 	Vol. 1, Sec. 1, pp. 11-12	Appears compliant	C 10 and 41 PBs
	<ul style="list-style-type: none"> Narrative showed consistency of the program’s competencies with EP 2.1.1 through 2.1.10(d). 	Vol. 1, Sec. 1, pp. 11-12	Appears compliant	
B2.0.3: [The program] 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)].	<ul style="list-style-type: none"> Measurable practice behaviors that operationalize each competency were provided. 	Vol. 1, Sec. 1, pp. 12-16	Appears compliant	The 41 PBs

Section 3 – Maintained Compliance with the Following Accreditation Standards Covered at Earlier Benchmarks

Educational Policy 2.0—The Social Work Curriculum and Professional Practice				
<p>The explicit curriculum constitutes the program’s formal educational structure and includes the courses and the curriculum. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. The explicit curriculum achieves the program’s competencies through an intentional design that includes the foundation offered at the baccalaureate and master’s levels and the advanced curriculum offered at the master’s level. The BSW curriculum prepares its graduates for generalist practice through mastery of the core competencies. The MSW curriculum prepares its graduates for advanced practice through mastery of the core competencies augmented by knowledge and practice behaviors specific to a concentration.</p>				
Accreditation Standard	Compliance Statement	Location	C/C/NC	Comments
B2.0.4: [The program] provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).	<ul style="list-style-type: none"> Narrative provided a rationale for curriculum design. 	Vol. 1, Sec. 1, pp. 17-25	Appears Compliant	
	<ul style="list-style-type: none"> Narrative demonstrated how the rationale for curriculum design is used to develop a coherent and integrated class and field curriculum. 	Vol. 1, Sec. 1, pp. 17-25	Appears Compliant	(The links between classes and field were addressed during the site visit and appear compliant. I have encouraged the program to elaborate on the integration of field and classroom in its program response.)

Accreditation Standard	Compliance Statement	Location	C/C/NC	Comments
B2.0.5: [The program] describes and explains how its curriculum content (knowledge, values, and skills) implements the operational definition of each of its competencies.	<ul style="list-style-type: none"> Narrative described and explained how the curriculum provides the necessary knowledge, values and skills to operationalize each competency. 	Vol. 1, Sec. 1, pp. 31-43	Appears compliant	(The several measures identified here – class assignments – are not used as competency and PB assessment measures. They are reasonable – but it is confusing in that the assignments differ from the assessment measures used to assess competency in Standard 4)

Section 3 – Maintained Compliance with the Following Accreditation Standards Covered at Earlier Benchmarks

<p>Educational Policy M2.2—Advanced Practice Advanced practitioners refine and advance the quality of social work practice and that of the larger social work profession. They synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills. In areas of specialization, advanced practitioners assess, intervene, and evaluate to promote human and social well-being. To do so they suit each action to the circumstances at hand, using the discrimination learned through experience and self-improvement. Advanced practice incorporates all of the core competencies augmented by knowledge and practice behaviors specific to a concentration.</p>				
<p>Accreditation Standard M2.0—Curriculum The 10 core competencies are used to design the foundation and advanced curriculum. The advanced curriculum builds on and applies the core competencies in an area(s) of concentration.</p>				
Accreditation Standard	Compliance Statement	Location	C/C/NC	Comments
M2.0.1: [The program] identifies its concentration(s) (EP M2.2).	<ul style="list-style-type: none"> Each concentration was identified. 	N/A		
M2.0.2: [The program] discusses how its mission and goals are consistent with advanced practice (EP M2.2).	<ul style="list-style-type: none"> Narrative discussed how the program’s mission and goals are consistent with advanced practice, which incorporates all of the core competencies augmented by knowledge and practice behaviors specific to the concentration. 	N/A		

Section 3 – Maintained Compliance with the Following Accreditation Standards Covered at Earlier Benchmarks

Educational Policy 2.1—Core Competencies

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

EP 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

EP 2.1.2—Apply social work ethical principles to guide professional practice.

EP 2.1.3—Apply critical thinking to inform and communicate professional judgments.

EP 2.1.4—Engage diversity and difference in practice.

EP 2.1.5—Advance human rights and social and economic justice.

EP 2.1.6—Engage in research-informed practice and practice-informed research.

EP 2.1.7—Apply knowledge of human behavior and the social environment.

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

EP 2.1.9—Respond to contexts that shape practice.

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

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.

Accreditation Standard	Compliance Statement	Location	C/C/NC	Comments
M2.0.3: [The program] identifies its program competencies consistent with EP 2.1 through 2.1.10(d) and EP M2.2.	<ul style="list-style-type: none"> Program competencies were identified. 	N/A		
	<ul style="list-style-type: none"> Narrative showed consistency of the program's competencies with EP 2.1.1-2.1.10d. 	N/A		
M2.0.4: [The program] 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].	<ul style="list-style-type: none"> Measurable practice behaviors that operationalize each competency were provided. 	N/A		

Section 3 – Maintained Compliance with the Following Accreditation Standards Covered at Earlier Benchmarks

Educational Policy 2.0—The Social Work Curriculum and Professional Practice				
<p>The explicit curriculum constitutes the program’s formal educational structure and includes the courses and the curriculum. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. The explicit curriculum achieves the program’s competencies through an intentional design that includes the foundation offered at the baccalaureate and master’s levels and the advanced curriculum offered at the master’s level. The BSW curriculum prepares its graduates for generalist practice through mastery of the core competencies. The MSW curriculum prepares its graduates for advanced practice through mastery of the core competencies augmented by knowledge and practice behaviors specific to a concentration.</p>				
Accreditation Standard	Compliance Statement	Location	C/C/NC	Comments
<p>M2.0.5: [The program] 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).</p>	<ul style="list-style-type: none"> Narrative provided a rationale for curriculum design (foundation and advanced). 	N/A		
	<ul style="list-style-type: none"> Narrative demonstrated how the rationale for curriculum design is used to develop a coherent and integrated class and field curriculum. 	N/A		
<p>M2.0.6: [The program] describes and explains how its curriculum content (relevant theories and conceptual frameworks, values, and skills) implements the operational definition of each of its competencies.</p>	<ul style="list-style-type: none"> Narrative described and explained how the curriculum provides the necessary relevant theories and conceptual frameworks, values, and skills to operationalize each competency. 	N/A		

Section 3 – Maintained Compliance with the Following Accreditation Standards Covered at Earlier Benchmarks

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. 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 2.1—Field Education

Accreditation Standard	Compliance Statement	Location	C/C/NC	Comments
2.1.1: [The program discusses how its field education program] connects the theoretical and conceptual contribution of the classroom with the practice setting, fostering the implementation of evidence-informed practice.	<ul style="list-style-type: none"> Narrative demonstrated that the connection between theoretical and conceptual contributions of classroom and practice setting fosters the implementation of generalist or advanced practice. 	Vol. 1, Sec. 1, pp. 44-49	Appears compliant	<p>During the visit, faculty explained that the ecological model and strengths perspective were used by affiliated agencies – which field instructors affirmed. (The program may elaborate on this area in the program responses.)</p> <p>Commissioners NOTE - The criteria for field placement for students are stated under 2.1.1)</p>

Section 3 – Maintained Compliance with the Following Accreditation Standards Covered at Earlier Benchmarks

3. Implicit Curriculum

Educational Policy 3.2—Student Development				
Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. To promote the social work education continuum, BSW graduates admitted to MSW programs are presented with an articulated pathway toward a concentration. Student participation in formulating and modifying policies affecting academic and student affairs are important for the student's professional development.				
Accreditation Standard 3.2—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation				
Admissions				
Accreditation Standard	Compliance Statement	Location	C/C/NC	Comments
B3.2.1: The program identifies the criteria it uses for admission.	<ul style="list-style-type: none"> Narrative identified the criteria for admission. 	Vol. 1, Sec. 1, pp. 49-51	Appears compliant	
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.	<ul style="list-style-type: none"> Narrative identified criteria for admission. 	N/A		
	<ul style="list-style-type: none"> Narrative for master's programs included the criterion of an earned baccalaureate degree from an educational institution regionally accredited. 	N/A		
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.	<ul style="list-style-type: none"> Narrative described the program's process and procedures for evaluating applications. 	Vol. 1, Sec. 1, p. 51	Appears compliant	Form provided
	<ul style="list-style-type: none"> Narrative described the program's process and procedures for notifying applicants. 	Vol. 1, Sec. 1, p. 52	Appears compliant	Mail – see page 50 – not 52 (where it is unclear)

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Section 3 – Maintained Compliance with the Following Accreditation Standards Covered at Earlier Benchmarks

Standard	Compliance Statement	Location	C/C/NC	Comments
<p>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.</p>	<ul style="list-style-type: none"> Narrative described the program's explicit and unambiguous policies and procedures for preventing the repeat of what has been mastered at BSW level. 	N/A		
	<ul style="list-style-type: none"> Narrative described the program's policies and procedures for awarding advanced standing. 	N/A		
	<ul style="list-style-type: none"> Narrative discussed how advanced standing is only awarded to graduates of programs accredited or recognized by the CSWE. 	N/A		
<p>3.2.4: The program describes its policies and procedures concerning the transfer of credits.</p>	<ul style="list-style-type: none"> Narrative described policies and procedures for the transfer of credits. 	Vol. 1, Sec. 1, pp. 52-53	Appears compliant	University policies apply
<p>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.</p>	<ul style="list-style-type: none"> Written policy indicating that the program does not grant social work course credit for life or previous work experience was submitted. 	Vol. 1, Sec. 1, p. 53	Appears compliant	
	<ul style="list-style-type: none"> Narrative documents how applicants informed of policy. 	Vol. 1, Sec. 1, p. 53	Appears compliant	Clearly stated on the program's web site and in its Handbook online

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Section 3 – Maintained Compliance with the Following Accreditation Standards Covered at Earlier Benchmarks

<i>Advisement, retention, and termination</i>				
Accreditation Standard	Compliance Statement	Location	C/C/NC	Comments
3.2.6: The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.	<ul style="list-style-type: none"> Narrative described the academic and professional advising policies and procedures. 	Vol. 1, Sec. 1, pp. 53-54	Appears compliant	
	<ul style="list-style-type: none"> Narrative described how advising is handled by social work faculty, staff or both. 	Vol. 1, Sec. 1, pp. 53-54	Appears compliant	All have a faculty advisor – affirmed by CMU students
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.	<ul style="list-style-type: none"> Narrative spelled out how students are informed of criteria for evaluating their academic and professional performance. 	Vol. 1, Sec. 1, pp. 54-56	Appears compliant	Several sources
	<ul style="list-style-type: none"> Narrative spelled out policies and procedures for grievance. 	Vol. 1, Sec. 1, p. 57	Appears compliant	<p>The program grievance procedures are heavily guided by the CMU policies. They are called appeals and complaint procedures but do address student grievance for academic and professional concerns.</p> <p>Also see narrative mid page p. 55 on NASW Code of Ethics</p> <p>Also in Program Handbook p.18</p>
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.	<ul style="list-style-type: none"> Policies and procedures for termination of a student's enrollment for academic or professional performance were submitted. 	Vol. 1, Sec. 1, pp. 58-60	Appears compliant	<p>University policies are followed – with grievance for termination described in point 6 at bottom of p. 58.</p> <p>Also in CMU BSW Program Handbook p.18</p>
<i>Student participation</i>				

Section 3 – Maintained Compliance with the Following Accreditation Standards Covered at Earlier Benchmarks

<p>3.2.9: The program describes its policies and procedures specifying students' rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs.</p>	<ul style="list-style-type: none"> Narrative described program's policies and procedures that specify students' rights and responsibilities for formulating and modifying academic and student affairs. 	<p>Vol. 1, Sec. 1, pp. 60-61</p>	<p>Appears compliant</p>	<p>ASG - includes one BSW student rep (of 20 member university wide)</p>
<p>3.2.10: The program demonstrates how it provides opportunities and encourages students to organize in their interests.</p>	<ul style="list-style-type: none"> Narrative demonstrated how students are encouraged and provided opportunities to organize in their own interest. 	<p>Vol. 1, Sec. 1, pp. 61-63</p>	<p>Appears compliant</p>	<p>Social work club as well as campus wide organizations for diverse student groups.</p> <p>There are many university-level student groups addressing diverse concerns and interests.</p> <p>Students mentioned that organizing in their interest is explained during orientation ns is well understood.</p>

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

Accreditation Standard	Compliance Statement	Location	C/C/NC	Comments
<p>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.</p>	<ul style="list-style-type: none"> Narrative described the program's workload policy. 	<p>Vol. 1, Sec. 1, pp. 63-64</p>	<p>Appears compliant</p>	<p>4:4</p>
	<ul style="list-style-type: none"> Narrative discussed how workload supports the achievement of institutional priorities and its mission and goals. 	<p>Vol. 1, Sec. 1, pp. 63-64</p>	<p>Appears compliant</p>	

Section 3 – Maintained Compliance with the Following Accreditation Standards Covered at Earlier Benchmarks

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				
Accreditation Standard	Compliance Statement	Location	C/C/NC	Comments
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.	• Narrative described the administrative structure.	Vol. 1, Sec. 1, pp. 65-66	Appears compliant	
	• Narrative showed how the program’s administrative structure provides autonomy.	Vol. 1, Sec. 1, p. 66	Appears compliant	
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.	• Narrative described how the social work faculty is responsible for defining the program’s curriculum.	Vol. 1, Sec. 1, p. 66	Appears compliant	Specifically stated
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.	• Narrative described 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.	Vol. 1, Sec. 1, pp. 66-69	Appears compliant	
3.4.4: The program identifies the social work program director. Institutions with accredited BSW and MSW programs appoint a separate director for each.	• Social work program director(s) were identified.	Vol. 1, Sec. 1, p. 26	Appears compliant	K. Owens

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Section 3 – Maintained Compliance with the Following Accreditation Standards Covered at Earlier Benchmarks

Accreditation Standard	Compliance Statement	Location	C/C/NC	Comments
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.	<ul style="list-style-type: none"> Narrative described the BSW director's leadership as a teacher, scholar, administrator and professional social worker. 	Vol. 1, Sec. 1, pp. 27-28	Appears compliant	
	<ul style="list-style-type: none"> Narrative documented that the director has a CSWE-accredited MSW or BSW with doctoral degree. 	Vol. 1, Sec. 1, p. 27	Appears compliant	CSWE Accredited MSW
B3.4.4 (b): The program provides documentation that the director has a full-time appointment to the social work program.	<ul style="list-style-type: none"> Narrative documented that the director has a full-time appointment to the social work program. 	Vol. 1, Sec. 1, p. 28; also Vol. 3, Appendix A	Appears compliant	Document included in the self study
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.	<ul style="list-style-type: none"> Narrative described the institution's procedures for providing assigned time. 	Vol. 1, Sec. 1, p. 28	Appears compliant	
	<ul style="list-style-type: none"> Narrative demonstrated a minimum of 25% assigned time at the baccalaureate level. 	Vol. 1, Sec. 1, p. 28	Appears compliant	The charts are tricky to follow at first but do end up with a 25% release for assigned admin time
	<ul style="list-style-type: none"> Narrative demonstrated that this assigned time is sufficient. 	Vol. 1, Sec. 1, p. 28	Appears compliant	Clearly stated

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Section 3 – Maintained Compliance with the Following Accreditation Standards Covered at Earlier Benchmarks

Accreditation Standard	Compliance Statement	Location	C/C/NC	Comments
M3.4.4 (a): The program describes the MSW program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program. In addition, it is preferred that the MSW program director have a doctoral degree, preferably in social work.	<ul style="list-style-type: none"> Narrative described the MSW director's leadership as a teacher, scholar, administrator and professional social worker. 	N/A		
	<ul style="list-style-type: none"> Narrative documented that the director has an accredited MSW, preferably with a doctoral degree, preferably in social work. 	N/A		
M3.4.4 (b): The program provides documentation that the director has a full-time appointment to the social work program.	<ul style="list-style-type: none"> Narrative documented that the director has a full-time social work program appointment. 	N/A		
M3.4.4(c): The program describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 50% assigned time is required at the master's level. The program demonstrates this time is sufficient.	<ul style="list-style-type: none"> Narrative described the Institution's procedures for providing assigned time. 	N/A		
	<ul style="list-style-type: none"> Narrative demonstrated a minimum of 50% assigned time at the master's level. 	N/A		
	<ul style="list-style-type: none"> Narrative demonstrated that this assigned time is sufficient. 	N/A		
3.4.5: The program identifies the field education director	<ul style="list-style-type: none"> Field education director was identified. 	Vol. 1, Sec. 1, p. 29; also Vol. 3, Appendix B	Appears compliant	M. Sunkel, DSW
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.	<ul style="list-style-type: none"> Narrative described the field director's ability to provide leadership (practice, field instruction, administrative, academic and professional experience). 	Vol. 1, Sec. 1, pp. 29-30	Appears compliant	

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Section 3 – Maintained Compliance with the Following Accreditation Standards Covered at Earlier Benchmarks

Section 3 – Maintained Compliance with the Following Accreditation Standards Covered at Earlier Benchmarks

Accreditation Standard	Compliance Statement	Location	C/C/NC	Comments
3.4.5(b): The program documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of post baccalaureate or postmaster's social work degree practice experience.	<ul style="list-style-type: none"> Narrative documented that the field education director has a CSWE accredited degree and 2 years post BSW or MSW practice experience. 	Vol. 1, Sec. 1, p. 30	Appears compliant	CSWE accredited MSW and DSW
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.	<ul style="list-style-type: none"> Narrative described the institution's procedures for providing assigned time. 	Vol. 1, Sec. 1, pp. 30-31	Appears compliant	
	<ul style="list-style-type: none"> Narrative demonstrated that field director has 25% assigned time for administrative duties. 	Vol. 1, Sec. 1, pp. 30-31	Appears compliant	Again – charts are initially confusing but do add up to 25% release time for field admin.
	<ul style="list-style-type: none"> Narrative demonstrated that this time is sufficient. 	Vol. 1, Sec. 1, p. 31	Appears compliant	Clearly stated
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.	<ul style="list-style-type: none"> Narrative described the institution's procedures for providing assigned time. 	N/A		
	<ul style="list-style-type: none"> Narrative demonstrated that field director has 50% assigned time. 	N/A		
	<ul style="list-style-type: none"> Narrative demonstrated that 50% time is sufficient. 	N/A		

Section 3 – Maintained Compliance with the Following Accreditation Standards Covered at Earlier Benchmarks

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	Compliance Statement	Location	C/C/NC	Comments
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.	<ul style="list-style-type: none"> Narrative described the procedures for development and administration of a sufficient and stable budget to achieve mission and goals. 	Vol. 1, Sec. 1, p. 70	Appears compliant	
	<ul style="list-style-type: none"> Budget form was submitted. 	Submitted directly following AS 3.5.1, p. 70	Appears compliant	
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.	<ul style="list-style-type: none"> Library form was submitted. 	Submitted directly following AS 3.5.4, p. 71	Appears compliant	Funds specific to sw are suggested
3.5.5: The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.	<ul style="list-style-type: none"> Narrative described and demonstrated sufficient office and classroom space and/or computer-mediated access. 	Vol. 1, Sec. 1, pp. 71-72	Appears compliant	
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).	<ul style="list-style-type: none"> Narrative described access to assistive technology. 	Vol. 1, Sec. 1, p. 72	Appears compliant	

Section 3 – Maintained Compliance with the Following Accreditation Standards Covered at Earlier Benchmarks

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	Compliance Statement	Location	C/NC	Comments
4.0.1: The program presents its plan to assess the attainment of its competencies. The plan specifies procedures, multiple measures, and benchmarks to assess the attainment of each of the program's competencies (AS B2.0.3; AS M2.0.4).	<ul style="list-style-type: none"> Presented the plan (procedures, multiple measures, benchmarks) to assess the attainment of each of the program's competencies as operationalized through measurable practice behaviors. 	Vol. 1, Sec. 1, pp. 73-85	Appears compliant	Field instructor ratings each term and student self-assessment each term.

Section 4

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

1. Commission Visitor Name: James Drisko, PhD, LICSW
2. Commission Visit Date: Oct 26 & 27 2016
3. List the groups and individuals from the program and university who met with the commission visitor.

Kym Owens, MSW, Faculty, Program Director
Michelle Sunkel, MSW, DSW, Faculty, Field Director

President Tim Foster

Dr. Cynthia Lee Pemberton, CMU VP for Academic Affairs

Dr. Jessica Herrick, Dept. Head

Gigi Robinson, CO School District 51
Carrie Hinds, Behavioral Health and Wellness Field Instructors
John Cullinane, St. Mary's Hospital

Carrie Hinds – serves also as social work supervisor where task supervisors are used

Deb Eisemann – adjunct faculty

List of students attached as a pdf scan (37)

4. Recommended Decision (check one):
 - Grant Initial Accreditation for 4 Years
 - Grant Initial Accreditation for 4 Years with a Progress Report to be reviewed by the COA
 - Grant Initial Accreditation for 4 Years with a Progress Report to be reviewed by the program's Accreditation Specialist/Associate
 - Defer decision on Initial Accreditation for one meeting and request clarifying information
 - Order an additional year of candidacy
 - Deny Initial Accreditation
5. List and number areas of noncompliance, cite the Accreditation Standard and/or Educational Policy, and write a brief discussion including the issue and how you would instruct the program to fix it. Your brief statement becomes language for use in the COA decision letter.

None

The CMU BSW program serves a region that currently has few practicing professional social workers – even in roles usually dedicated to social workers. This requires a sustained effort to educate and graduate social workers, to promote completion of MSW degrees by CMU graduates (a feeder plan is underway), and to help social workers enter into serving the local community.

The CMU students were very diverse compared to the region's population (about 38% of students are persons of color). They were enthusiastic, realistic and stated they were well guided, even inspired, by the faculty.

The Field Instructors were articulate and invested in bringing quality social work education to the region.

Administration understood the need for a sustained effort to build a social work presence in the region. They were attentive to outcome assessment and were pleased with the good results of the BSW program's excellent initial assessment results. Facilities are new and excellent, and well resourced.

The BSW program and CMU offer many forms of implicit curriculum support for diversity and difference that were not fully set forth in the initial draft I read. During the CV III, discussion with students and faculty indicated on ongoing set of student groups, outside presenters and community efforts to support difference across many dimensions. As noted the student body is quite diverse compared to the local region. (The program will more fully describe these in their program response.)

Section 5

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

1. Program Name:
2. Commission Reader Name:
3. Recommended Decision (check one):
 - Grant Initial Accreditation for 4 Years
 - Grant Initial Accreditation for 4 Years with a Progress Report to be reviewed by the COA
 - Grant Initial Accreditation for 4 Years with a Progress Report to be reviewed by the program's Accreditation Specialist/Associate
 - Defer decision on Initial Accreditation for one meeting and request clarifying information
 - Order an additional year of candidacy
 - Deny Initial Accreditation
4. List and number areas of noncompliance, cite the Accreditation Standard and/or Educational Policy, and write a brief discussion including the issue and how you would instruct the program to fix it. Your brief statement becomes language for use in the COA decision letter.