



COUNCIL ON SOCIAL WORK EDUCATION

A Conversation with CSWE: 2022 EPAS and Beyond

Presentation to *The Association of Baccalaureate
Social Work Program Directors*
March 6-10, 2024 | New Orleans, LA



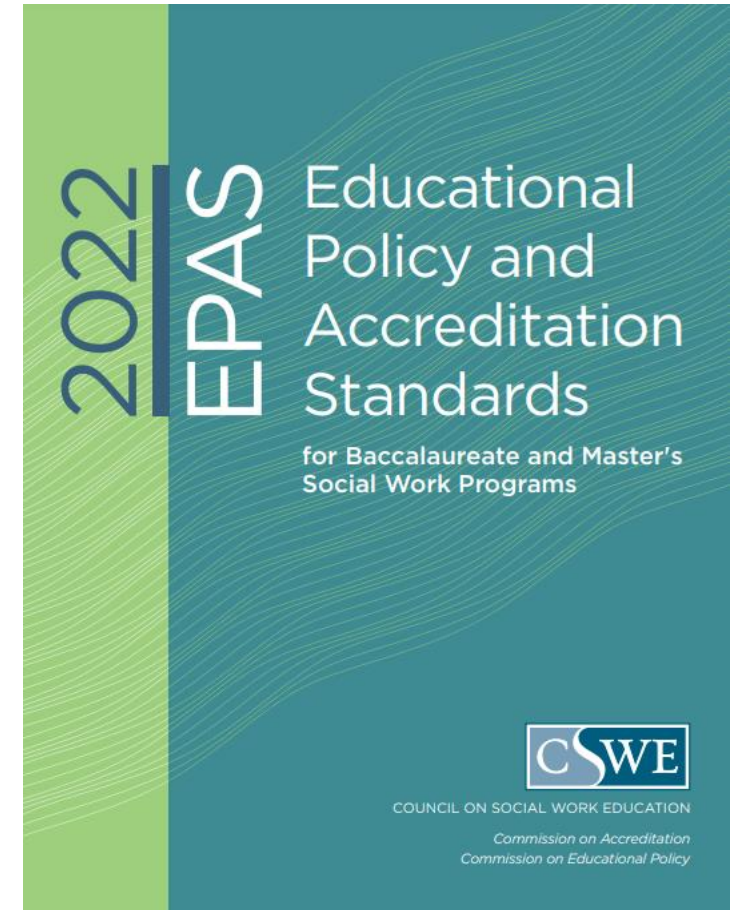
Housekeeping

- This slide deck will be available for download at: <https://www.cswe.org/accreditation/scopeandservices/training/>
- Some QR codes slides, ready your phones if you wish!
- We encourage self-care during this session!
 - If you need to take a break, step away, stretch, or get a snack, know that resources will be available post-conference on the CSWE website.



Agenda

1. Welcome & Intros
2. Context
3. CSWE's Ongoing Response
4. 2022 EPAS Interpretation Guide
5. CSWE Opportunities
6. Q&A





ADVOCATE

Context



COLLABORATE

Council on Social Work Education

CSWE Context: Two Pillars

Accreditor

- Board of Accreditation
 - Confers accreditation decisions
- Reaffirmation Site Visitors
- Fellowship Review Committee
- Staff (Department of Social Work Accreditation)
- Focus on **compliance** with EPAS

Education Association

- Board of Directors
 - Governs CSWE
- Commissions and Councils
- National Nominating Committee
- CSWE membership
- Fellowships
- Centers & Initiatives
- Focus on **best practices** and resources for EPAS and SW education



ADVOCATE

ADEI & CSWE: Ongoing Response



COLLABORATE

Issues That Impact

1. State

- Legislative threats to academic freedom
- Anti-DEI legislation

2. Federal

- SCOTUS decision (race-based/conscious admission)

3. CSWE

- 2022 EPAS
- Public statements
- Legislative information/advocacy meetings
- Conversations with federal agencies
- Conversations and listening sessions with social work programs
- Conversations at APM & sibling organizations meetings/conferences

CSWE | ADEI Statements



- CSWE Calls on Higher Education to Recommit to Racial Equity and Justice in Face of SCOTUS Decision, *July 2023*
- CSWE Calls for Academic Freedom in Higher Education, *March 2023*
- Social Work Leadership Roundtable Joint Statement on DEI, Anti-Racism, and Systems Change, *March 2023*
- CSWE Opposes Laws that Prohibit Teaching 'Divisive Concepts', *June 2021*
- **Statement on Diversity and Social Justice in the Educational Policy and Accreditation Standards (EPAS)**, *February 2021*

CSWE at the Table

- Washington Higher Education Secretariate / American Council on Education
- Interprofessional Education Collaborative
- Federation of Associations of School of the Health Professions
- National Academies

- Council on Higher Education Accreditation
- Association of Specialized and Professional Accreditors

- Federal Agencies (SAMHSA, HRSA, ED, NIH)
- Congressional Engagement

and more..



U.S. Departments of Education & Justice Guidelines



- Resources issued August 14, 2023
- [Dear Colleague Letter](#)
- Questions and Answers [Resource Guide](#)
- Recommendations for institutions
 - Steps institutions can take to consider diversity

Chief Justice Roberts' Opinion

“The Court expressly recognized... ‘nothing in this opinion should be construed as prohibiting universities from considering an applicant’s discussion of how race affected his or her life, be it through discrimination, inspiration, or otherwise.’”

Favorable consideration in admissions for ‘a student who overcame racial discrimination, for example, must be tied to that student’s courage and determination;’ and ‘a benefit to a student whose heritage or culture motivated him or her to assume a leadership role or attain a particular goal must be tied to that student’s unique ability to contribute to the university.’”

Admissions Processes Considerations

Considering qualities or characteristics of a student based on their experiences.

1. An applicant describes the impact that being the only East Asian student in their rural high school had on their ability to overcome stereotype and prejudice.
2. A letter of recommendation details how a student overcame feelings of isolation being the first Black violinist in their school's orchestra.
3. An applicant describes the impact learning to cook traditional Peruvian dishes had on her sense of self and leadership ability.

Curriculum Considerations

1. Curriculum may consider how:
 - a. Students' lived experience may impact their practice skills.
 - b. Lived experiences of populations in practice areas may influence how a social worker must assess, engage, intervene, and evaluate practice.
2. Discuss course topics in the context of history, law, policy...
3. The non-prescriptive nature of the 2022 EPAS (competency-driven)
4. The [2022 EPAS Interpretation Guide](#) can be used to help guide programs with example of implementation.

Considerations / Recommendations

- Expand recruitment practices (versus admissions)
- Consider need-based financial awards
- Evaluate current climate in the social work program
 - Foster a sense of belonging for enrolled students
 - Ensure prospective students understand the learning environment, etc. in your social work program
- Consult with:
 - Institution counsel to understand the boundaries of state legislation
 - Program's CSWE accreditation specialist to discuss concerns or strategies for compliance with 2022 EPAS.
- Consider the language of your state legislation
- Others?



ADVOCATE

2022 EPAS Accreditation Toolkit



COLLABORATE

Council on Social Work Education

CSWE Context: Two Pillar

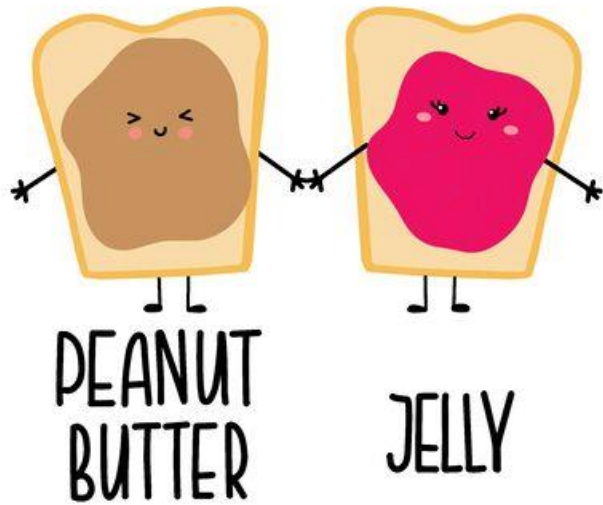
Accreditor

- Board of Accreditation
 - Confers accreditation decisions
- Reaffirmation Site Visitors
- Fellowship Review Committee
- Staff (Department of Social Work Accreditation)
- Focus on **compliance** with EPAS

Education Association

- Board of Directors
 - Governs CSWE
- Commissions and Councils
- National Nominating Committee
- CSWE membership
- Fellowships
- Centers & Initiatives
- Focus on **best practices** and resources for EPAS and SW education

Interpretation Guide



EPAS + IG = BFF



2022 EPAS INTERPRETATIONS

Grid Navigation Key

Educational Policy

Accreditation Standard (AS)

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



ADVOCATE

ADEI & Accreditation: 2022 EPAS



COLLABORATE

ADEI in the 2022 EPAS

- Identify specific and continuous efforts within the explicit and implicit curricula that address ADEI [*Accreditation Standard 2.0.1 & 2.0.2*]
- Admissions policies and procedures [*AS 4.1.1*]
- Teaching the ADEI competency in the explicit curriculum [*AS 3.1.2 & M3.2.4*]
- Assessment of the ADEI competency in the explicit curriculum [*AS 5.0.1*]
- Assessment of ADEI effort in the implicit curriculum [*AS 5.0.2*]

Anti-racism
Diversity
Equity
Inclusion

What ADEI accreditation resources are available?

- [2022 EPAS Interpretation Guide](#)

Total number of ADEI examples by standard:

AS 2.0.1 | ADEI in the explicit curriculum = 26

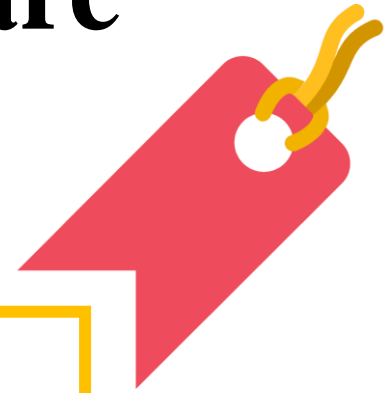
AS 2.0.2 | ADEI in the implicit curriculum = 60

AS 4.1.1 | ADEI in admissions = 32

AS 5.0.2(a) | ADEI implicit curriculum assessment = 8

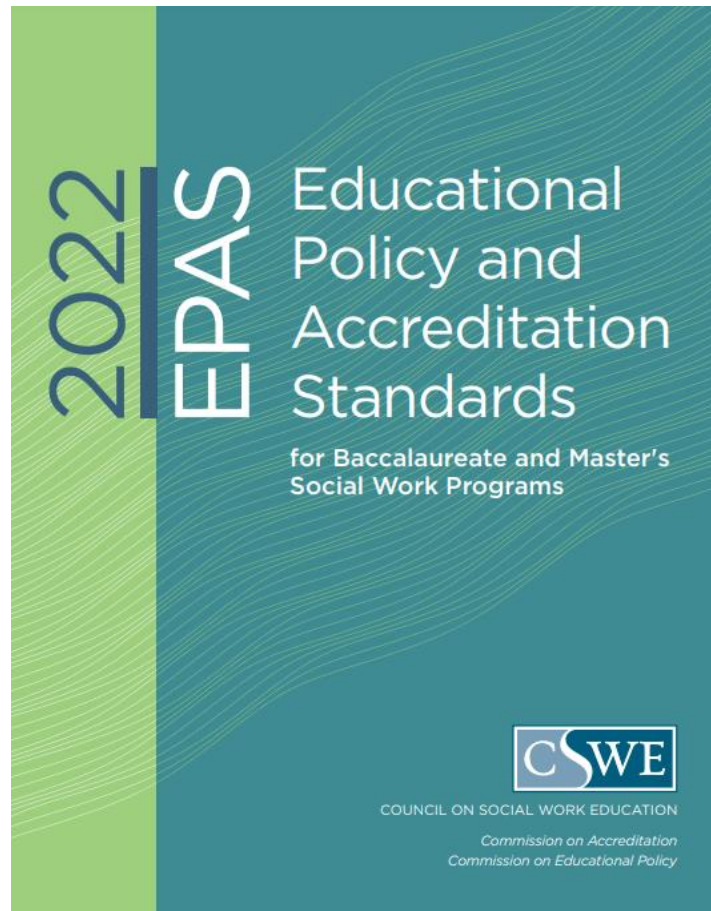
Total number of ADEI examples: 126 examples

- [ADEI Info One-pager](#)



Bookmark this link, updates are always highlighted

Explicit Curriculum: Competency 3



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

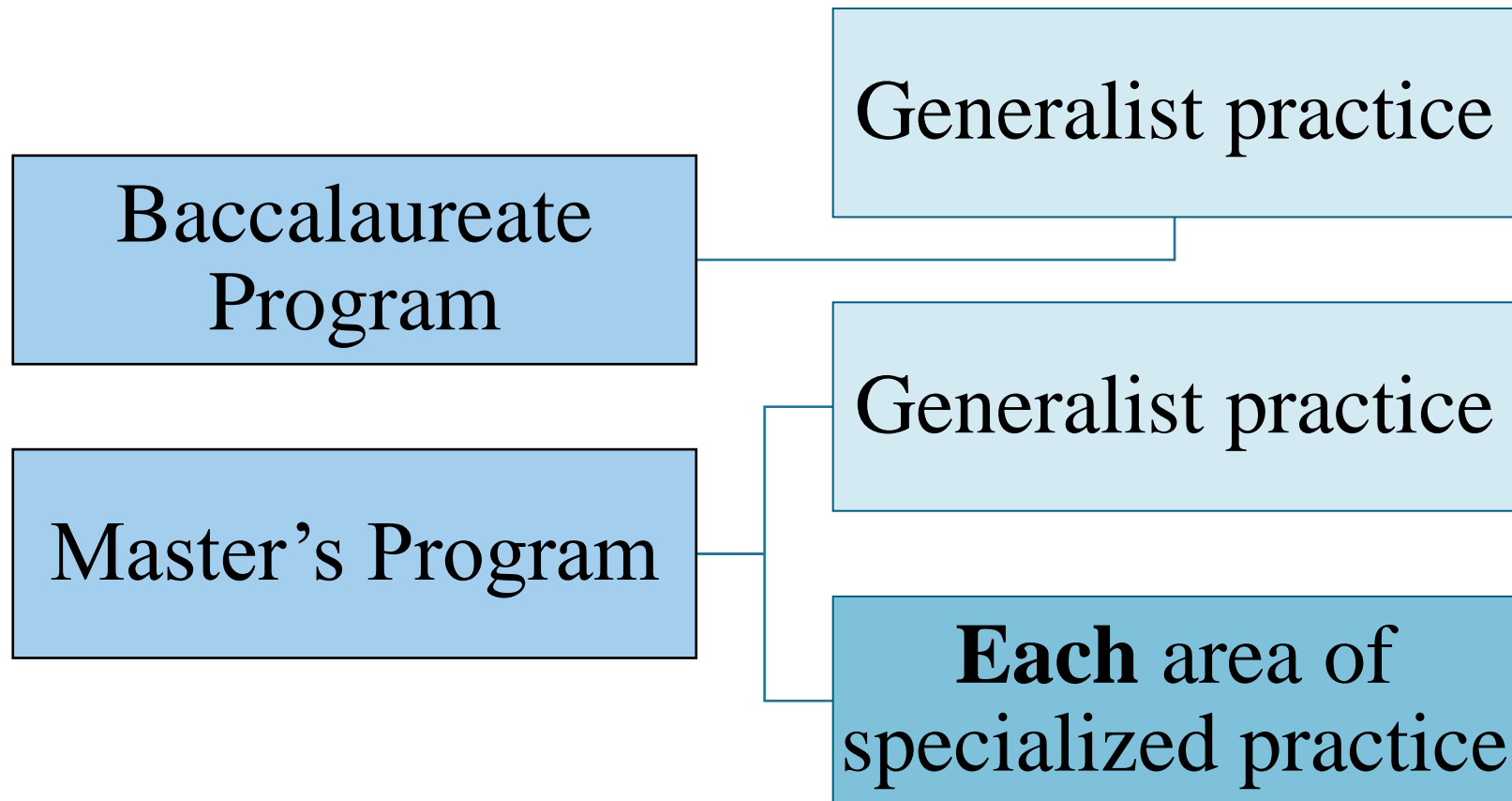
Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Social workers:

- a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Explicit Curriculum: Generalist & Specialized Practice

Identify explicit curriculum efforts for **each ADEI area** for:



Explicit Curriculum: A DEI Examples

“The explicit curriculum is the program’s design and delivery of formal education to students, and it includes the curriculum design, courses, course content, and field education curriculum used for each of its program options.”

(2022 EPAS, p. 17)

Course-based Activities

- Structured ADEI dialogue/discourse
- Assignments focused on learning about positionality, power, privilege, and difference
- In-class activities focused on intersectionality & cultural humility
- Classroom organizing to dismantle oppressive policies

Field-based Activities

- Reflective exercises on practice with historically and currently oppressed populations

Others

- Readings from the global majority
- Field education orientation
- Field instruction:
 - Orientation
 - Trainings
 - Professional development opportunities
 - Dialogues with field education settings
 - Diversity of field instructors
 - Diversity of field placement settings

Implicit Curriculum: A DEI Examples

“The implicit curriculum consists of the student learning experience and the program context or environment.”

(2022 EPAS, p. 24)

Structured ADEI dialogue / discourse (e.g., townhalls, community conversations)
Faculty trainings and professional development opportunities
Extracurricular programs and events
Conferences and speaker series

ADEI-focused culture / climate initiatives
Student organization projects
Social movement organizing
Scholarship programs
Community partnerships
Social identity affinity groups

Student, faculty, and staff recruitment and retention policies
Student, faculty, and staff demographics
Symbols & aesthetics in the learning environment
Written policies regarding implicit curriculum with efforts made to prioritize ADEI

Admissions Policies & Procedures: ADEI Examples

Community partnerships that
provide pathways to higher ed
Recruitment office locations
Funded campus visits
Access to admissions counselors

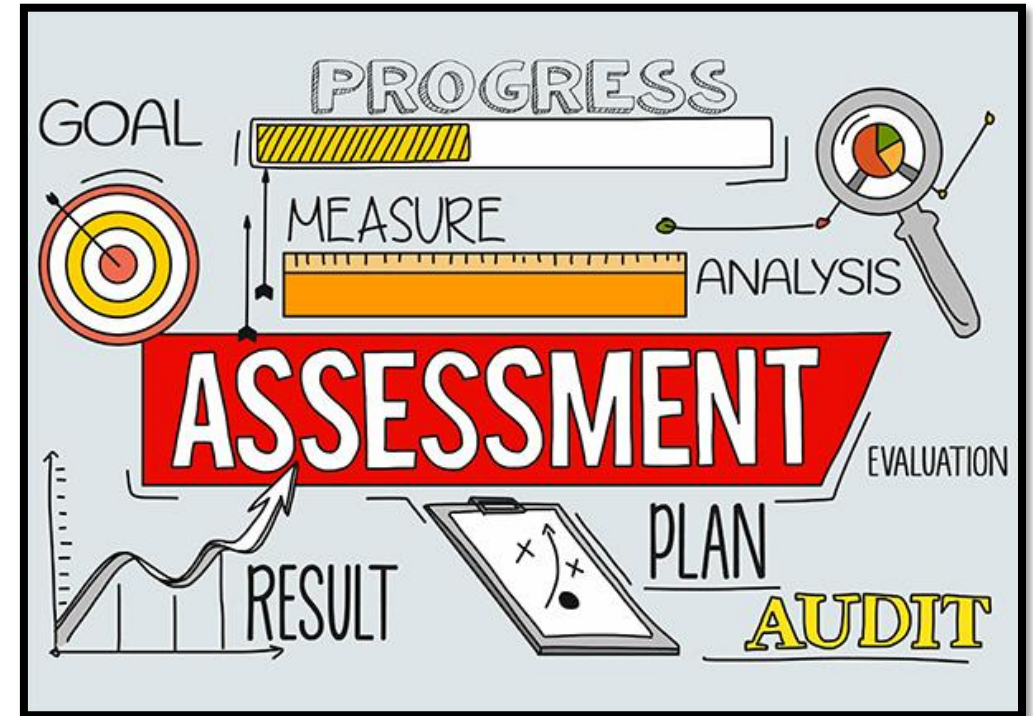
Timing recruitment events
Childcare during events
Lifting application fees
Accessibility of application
platform
Employing multiple evaluators per
application

Inclusive demographic questions
Objective application evaluation
criteria
Optional standardized test scores
Unconscious bias training for
application evaluators
Implementing alternative methods for
interviews
Waiving certain course requirements

ADEI Assessment: Explicit Curriculum

Competency-Based Assessment Plan

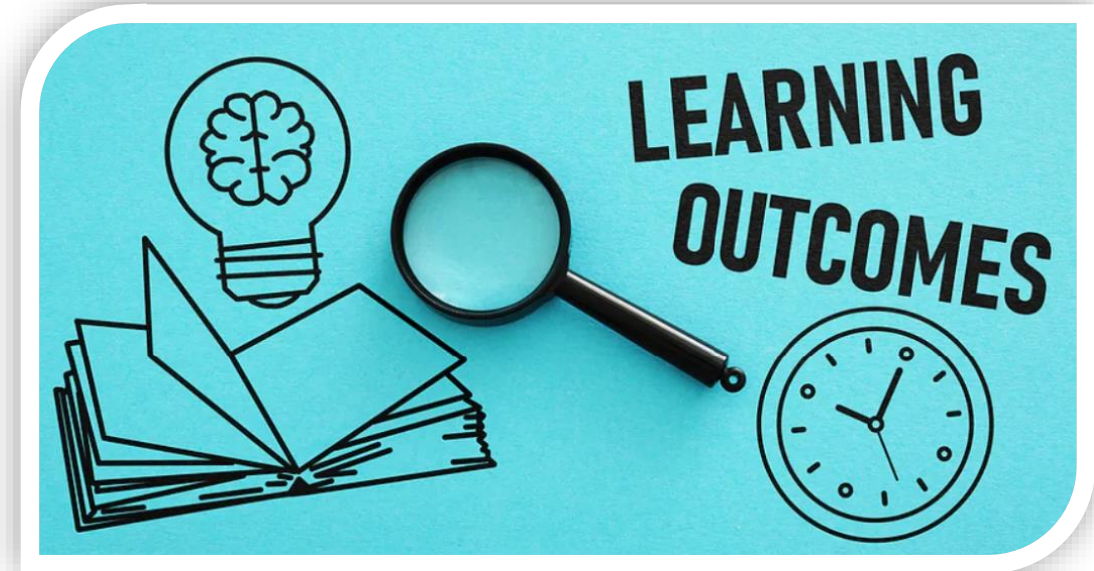
- ADEI competency
- At least two instruments
- One assessment in real or simulated demonstration of achievement in **field education**
- Program sets benchmarks
- Program faculty or field personnel assess student



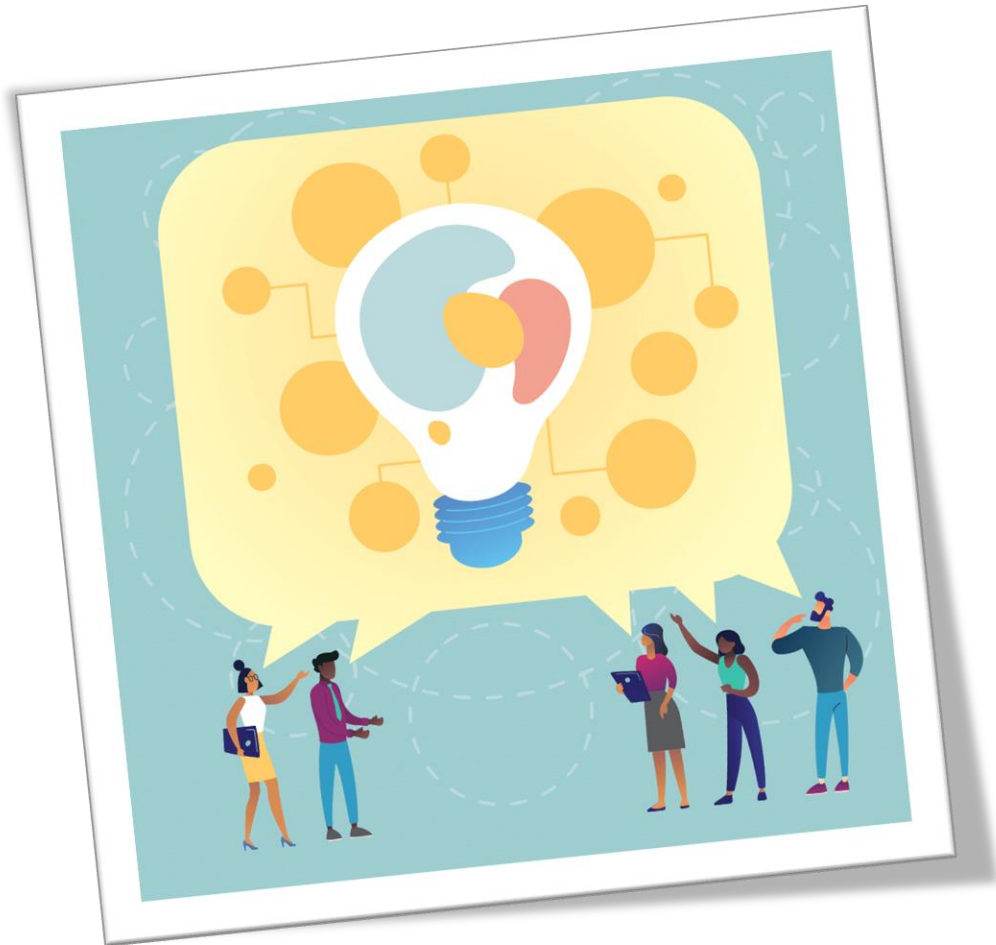
ADEI Assessment: Explicit Curriculum

Evaluating & Reporting Outcomes

- Method of analyzing outcomes
- Process to formally review the assessment plan and outcomes related to student achievement of the nine social work competencies
- Program makes specific changes to its explicit curriculum based on its outcomes, with clear links to data (*continuous improvement framework*)



ADEI Assessment: Implicit Curriculum



Evaluating & Reporting Outcomes

- Process to formally review ADEI assessment plan and outcomes
- Program makes specific changes to its implicit curriculum based on its outcomes, with clear links to data (*continuous improvement framework*)



ADVOCATE

Accreditation Services



COLLABORATE



Accreditation Services

www.cswe.org/accreditationservices

- [Overview/Scope](#)
- [Training](#)
- [New Applicant Program](#)
- [Drop-in Consults](#)
- [Substantive Change Process](#)
- [Drop-in Consults](#)
- International Social Work Degree Review ([ISWDRES](#))



Accreditation Services





ADVOCATE

Accreditation Training



COLLABORATE

2022 EPAS Reaffirmation Training

www.cswe.org/accreditationtraining

REGISTER

NOW!

- Designed for CSWE-accredited baccalaureate and master's social work education programs
- This hybrid training model consists of two components:

Self-paced online learning modules via the CSWE Learning Academy

Live drop-in question and answer (Q&A) sessions via Zoom



ADVOCATE

CSWE Opportunities



COLLABORATE

How can BPD members be actively involved in CSWE?

- CSWE encourages and welcomes members of accredited and candidate programs to participate in the volunteer-based shared governance model!

- Join a CSWE Commission or Council, or Advisory Board!

- Serve as a certified site visitor for reaffirmation of accreditation reviews

- Join the Board of Accreditation (*site visit experience required*)



How can BPD members be actively involved in CSWE?

- [Submit or review proposals](#) for the Annual Program Meeting (APM)
- Become a Journal on Social Work Education (JSWE) [reviewer](#)
- Read [CSWE Compass](#) member newsletter for opportunities to participate, contribute, and organize in your interests as members of our national organization – **your voice matter!**





ADVOCATE

Q & A



COLLABORATE

**Questions? Thoughts? Ideas? Concerns?
Let us know!**





Reference Materials: About CSWE Accreditation



What are the major changes between the 2015 EPAS and 2022 EPAS?

2022 EPAS FAQs, question #17



2022 EPAS

EPAS development is a collaborative process.

- Commission on Educational Policy ([COEP](#)) and BOA writing committee
- Feedback sought from CSWE membership, social work education programs, groups, organizations, and the public
- Learn more about the recent [EPAS revision process](#) [here](#)



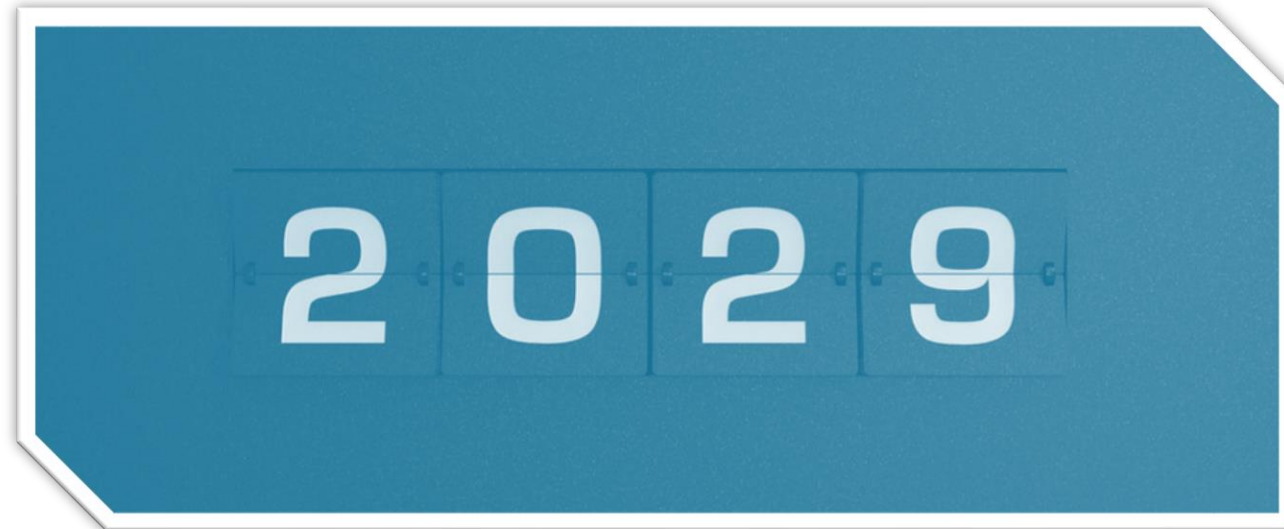
Peer-Review Process



- Accreditation is a peer-review
- BOA is the sole and final arbiter of compliance
 - *CSWE staff cannot determine compliance*

What role can BPD play in the development of the next version of the EPAS?

- Volunteer for COEP or BOA (*site visit experience required*)
- Provide feedback on the next 2029 EPAS as a group/organization
- Continue posing questions and providing ideas about implementation of the current EPAS



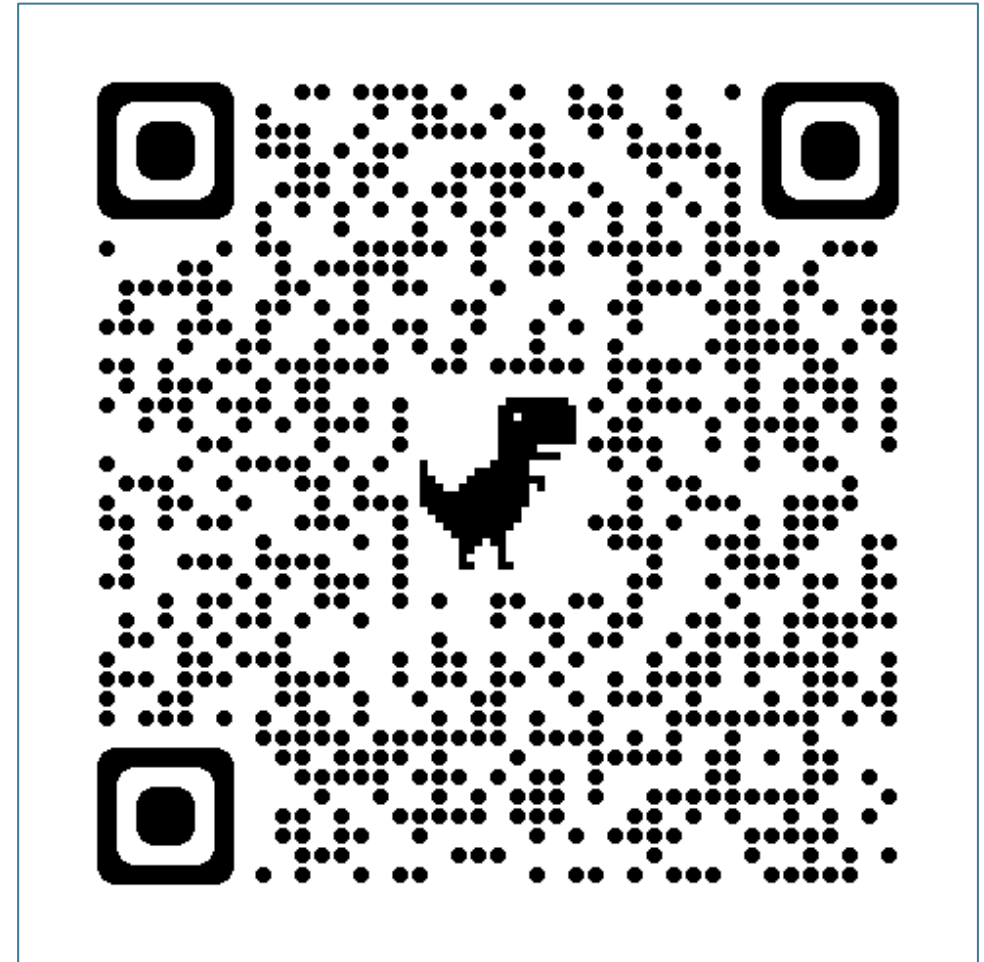
Unity Date



All accredited programs are expected to operate under the 2022 EPAS by **July 1, 2025** (unless otherwise noted in the [implementation timeline](#)).

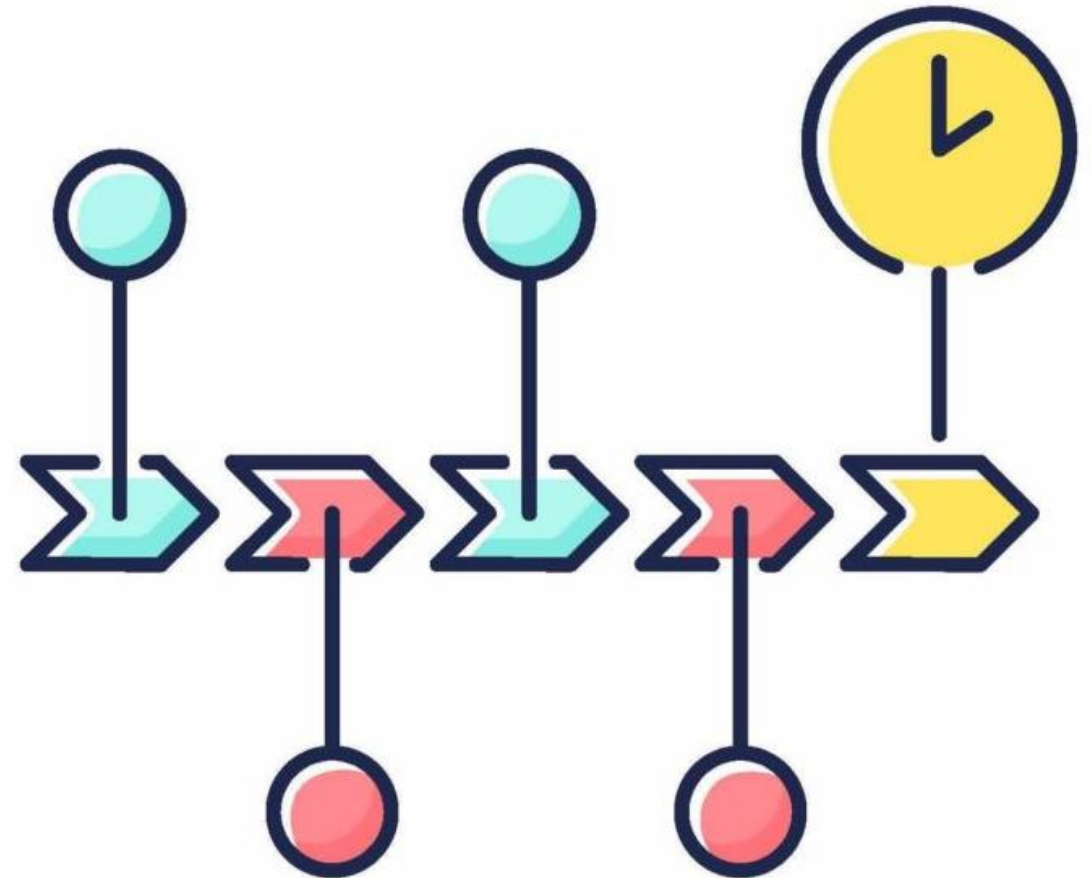
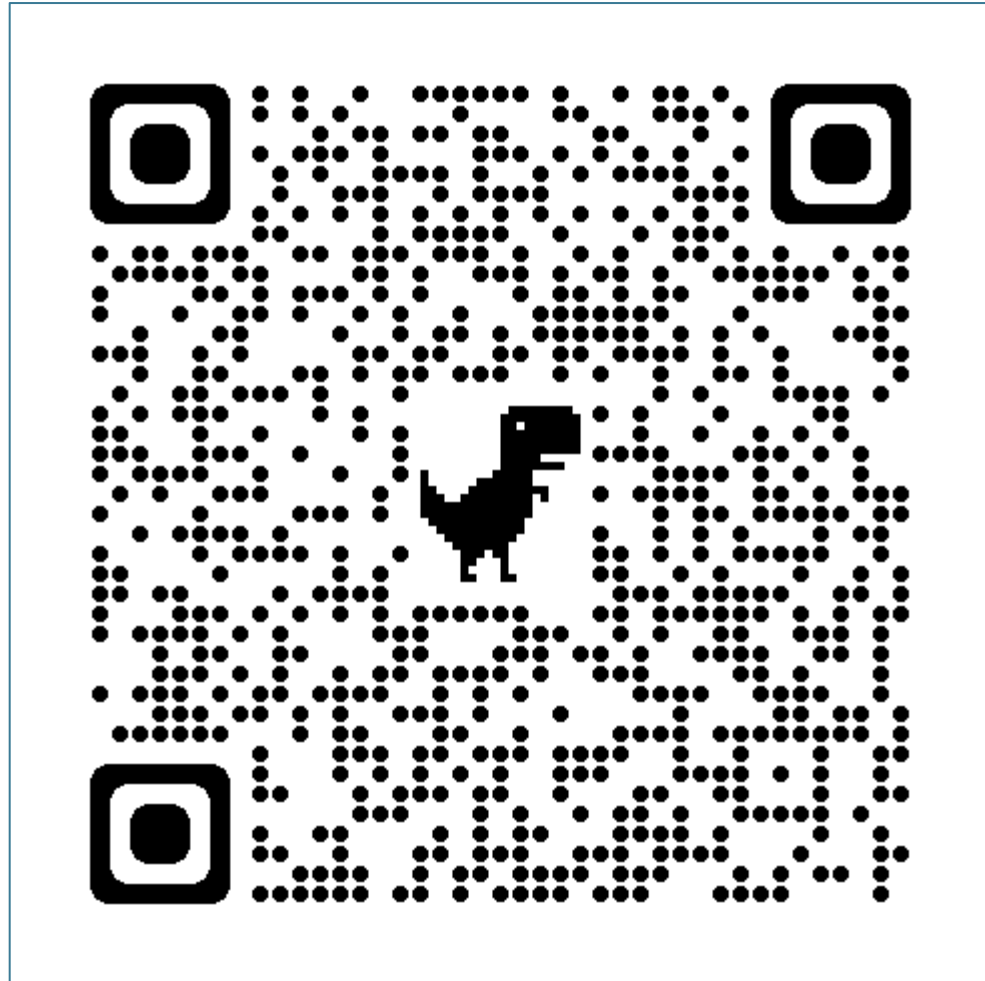
2022 EPAS Accreditation Toolkit

www.cswe.org/2022EPAS toolkit



2022 EPAS Implementation Timeline

www.cswe.org/2022EPASTimeline



Required Templates

- [Required Benchmark 1 Template](#)
- [Required Benchmark 2 Template](#)
- [Required Reaffirmation/Initial Accreditation Self-Study Template](#)

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

a. The program provides the policy indicating that it does not grant social work course credit for life experience or previous work experience.

The policy explicitly states that the social work program does not grant social work course credit for: 1) life experience, and 2) previous work experience:

- Yes
- No

Insert full policy text here

b. The program describes how this policy is articulated.

Insert text here

c. The program addresses all program options.

Check One:

- The program has only one (1) option.
- Our response/compliance plan is the same for all program options.
- Our response/compliance plan differs between program options in the following ways:

[Delete this help text before submission: Insert text here, if applicable and the program complies differently across program options]

*Accreditation
is paperless!*



Accreditation Policy Handbook

www.cswe.org/accreditationpolicies



COUNCIL ON SOCIAL WORK EDUCATION

Board of Accreditation (BOA)

Department of Social Work Accreditation (DOSWA)

ACCREDITATION POLICY HANDBOOK

for Baccalaureate and Master's Social Work Program Accreditation

version 9.2023

- 1. Introduction to Accreditation**
- 2. CSWE Department of Social Work Accreditation Services and Resources**
- 3. Board of Accreditation**
- 4. Accreditation Processes**
- 5. Candidacy & Initial Accreditation**
- 6. Reaffirmation**



