Aligning with the 2022 EPAS

CSWE
COUNCIL ON SOCIAL WORK EDUCATION

BPD 2024 | New Orleans, LA

Thursday March 7, 4:15pm – 5:30pm

EDUCATE

ADVOCATE

COLLABORATE
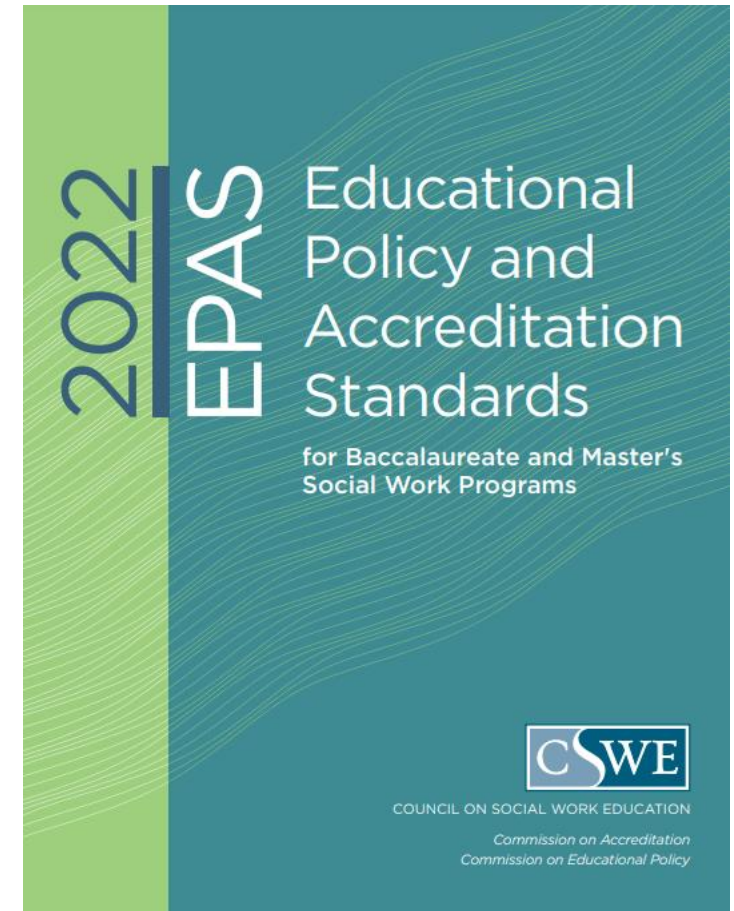
Housekeeping

- **Post-conference** | Slide deck available for download at: https://www.cswe.org/accreditation/scopeandservices/training/

- QR codes in slides, *ready your phones if you wish!*

- We encourage self-care during this session!
  - Take a break
  - Step away
  - Stretch
  - Hydrate
  - Snack

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Agenda

1. Welcome & Intros

2. Context

3. Aligning with the 2022 EPAS

4. Major Changes

5. Q&A

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Context

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CSWE Context: Two Pillars

Council on Social Work Education

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

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CSWE Board of Accreditation (BOA)

- Recognized by the Council on Higher Education Accreditation (CHEA) to accredit baccalaureate and master's degree programs in the United States.
  - *International Social Work Degree Recognition and Evaluation Service*
  - *Memorandum of understanding with Canadian social work accreditor*

- BOA members:
  - Fellow social work educators, practitioners, and one public member
  - Volunteers with a background in social work education
  - Active CSWE membership
  - At least two-years site visitor experience

2022 EPAS

- EPAS development is a collaborative process

  o Commission on Educational Policy (COEP) and BOA writing committee

  o Feedback sought from CSWE membership, social work education programs, groups, organizations, and the public

 o Learn more about the recent EPAS revision process here

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Framing the Accreditation Process

- Peer-review
  - Based on integrity and trust
  - Not investigative or "gotcha!" approach

- *CSWE staff cannot determine compliance*

- Volunteer-led

- Self-evaluation (i.e., self-study)
  - Programs document compliance with the accreditation standards
  - Process promotes program self-reflection and data-informed decision-making about the quality of the education provided
  - Helpful, strategic, and reflective rather than a hurdle

- Multi-phased to provide due process

- Accountability via minimum compliance with the EPAS
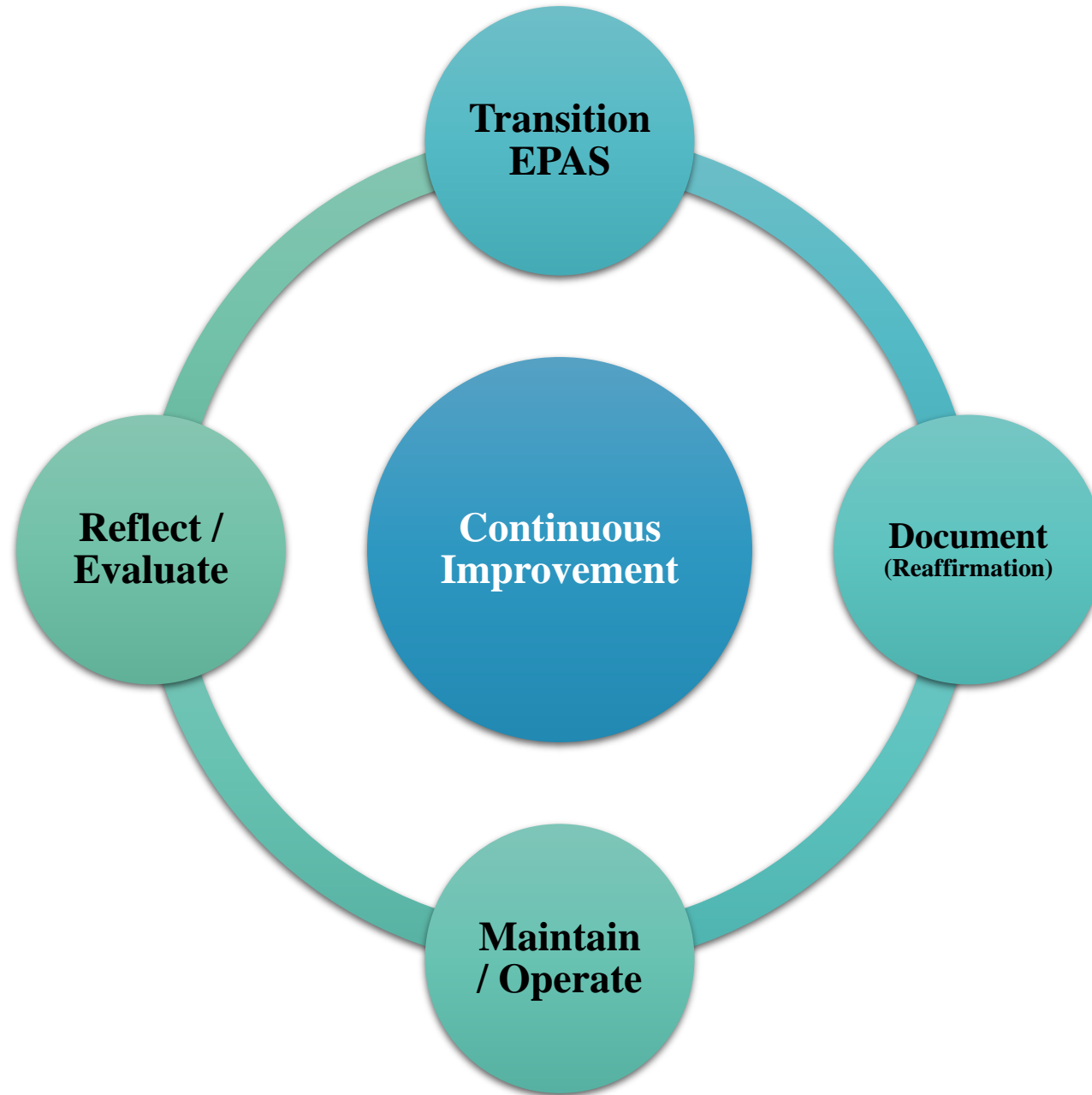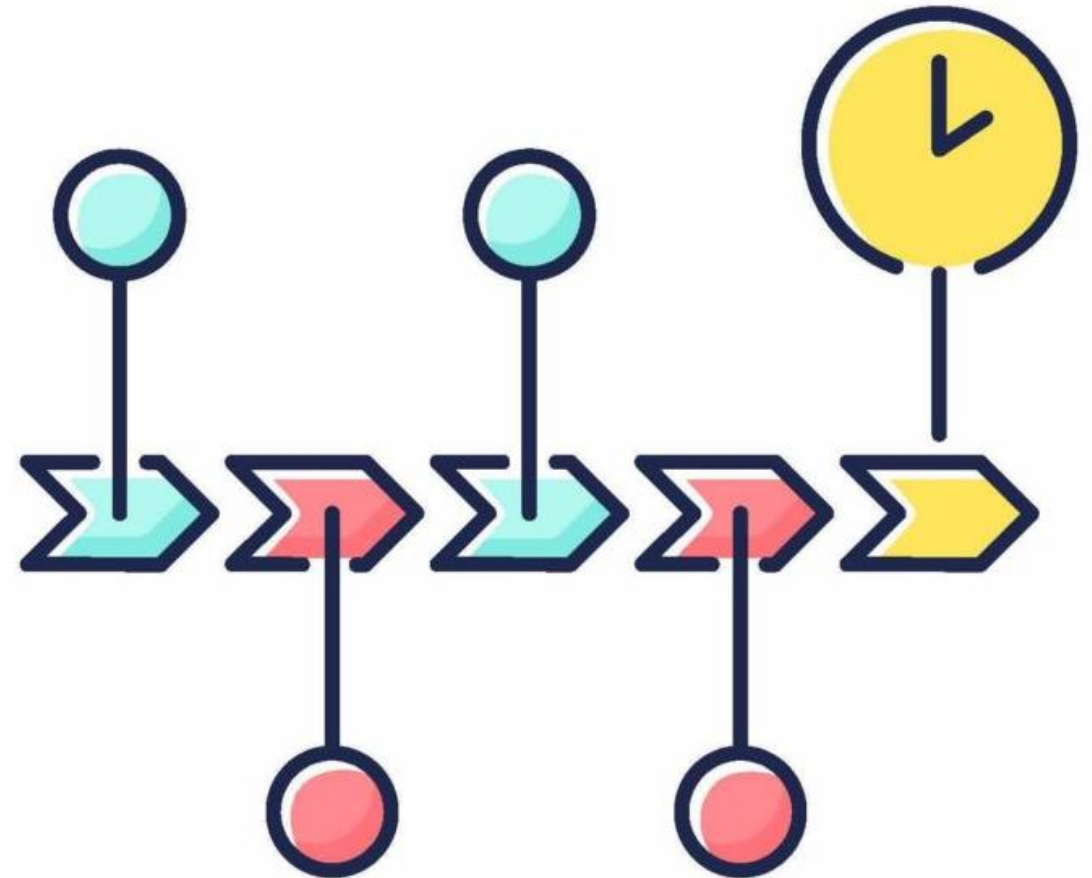
Aligning with the 2022 EPAs

Unity Date

All accredited programs are expected to operate under the 2022 EPAS by **July 1, 2025 (unless otherwise noted in the <u>implementation timeline</u>).**

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2022 EPAS Implementation Timeline

www.cswe.org/2022EPAStimeline

Can our program choose to align part of the 2022 EPAS (e.g., field and faculty standards) and part of the 2015 standards while we work on our transition from 2015 to 2022?

No, programs must comply with the entire set of standards require by implementation timeline.

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What does it mean to align with the 2022 EPAS?

- The program has aligned its program mission; anti-racism, diversity, equity, and inclusion efforts; explicit curriculum; implicit curriculum; and assessment to comply with the nine social work competencies, behaviors, and accreditation standards in the 2022 EPAS.
- Programs only submit a report to CSWE to demonstrate alignment with 2022 EPAS during their regularly scheduled reaffirmation review.
- **Compliance between reviews:** Programs may post 2008/2015 data on its website until 2022 EPAS is available. However, the data posted must still be no older than 2 years at any given time.

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New Standards ≠ Overhaul
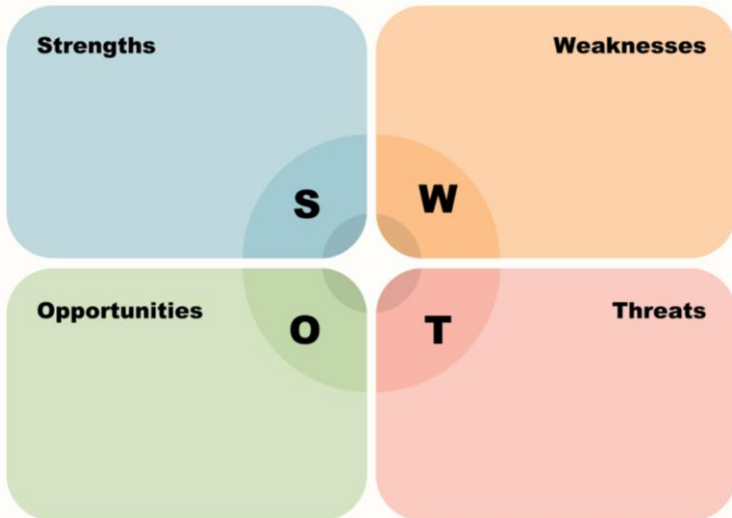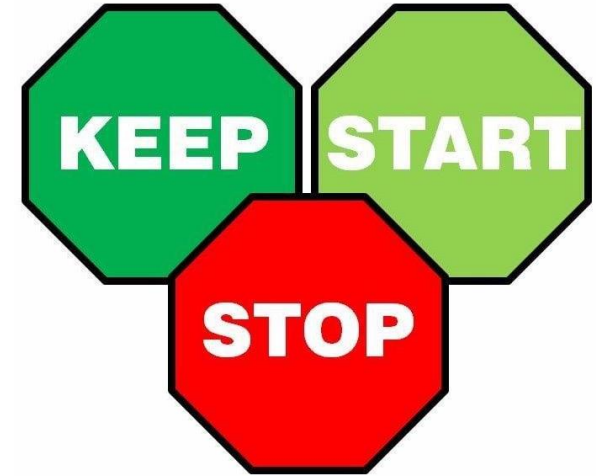
Anatomy of an Accreditation Standard

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

Standard

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

b. The program describes how this policy is articulated.

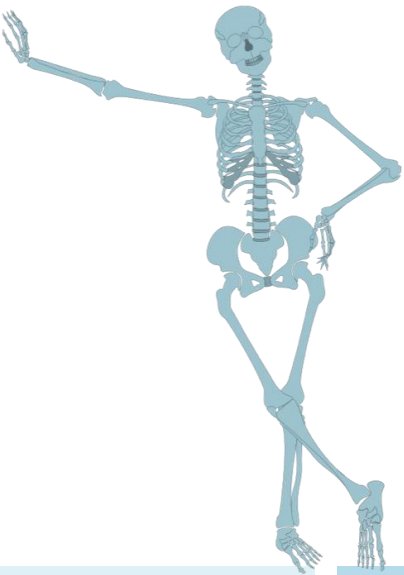c. The program addresses all program options.

Compliance Statements

3 components to demonstrate full compliance:
1. Written policy
2. How policy is articulated/shared
3. Similarities/differences for comply across all program options

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Aligning Checklist

❑ **Team Approach**
 ❑ **Resource:** Team Approach Grid

❑ **Identify changes needed**
 ❑ **Resources:** Crosswalk **(coming soon!)**
 ❑ Interpretation Guide
 ❑ 2022 EPAS Reaffirmation Training
 ❑ Required Template (if writing an accreditation document)

❑ **Determine approvals needed and timeline**

❑ **Determine documents to be updated**
 ❑ Student Handbook
 ❑ Field Manual
 ❑ Website
 ❑ Syllabi

❑ **Consult with CSWE Accreditation Specialist**

Team Approach to Align with 2022 EPAS

Self-Study Team Approach Grid | Optional Tool

Abbreviation Key: Accreditation Standard (AS)

Educational Policy 1.0 — Program Mission and Goals
Accreditation Standard 1.0 — Mission and Goals

2022 EPAS Standard	Primary Writer	Editor*	1st Draft Due to Primary Editor	Suggested Changes to Align with EPAS	2nd Draft Due to Primary Editor	Suggested Changes to Align with EPAS	Final Version Due to Primary Editor
AS 1.0.1 Program-level Mission Statement & Consistency with Profession's Purpose and Values	Name	Name	Date	List Changes	Date	List Changes	Date
AS 1.0.2 Mission Statement Consistency with Program's Context	Name	Name	Date	List Changes	Date	List Changes	Date

Consider selecting a final editor to review the entire accreditation document and give the narrative one consistent voice.

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Major
Changes:
2015 EPAS vs.
2022 EPAS

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

[2022 EPAS FAQs](#), question #17

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

NEW RESOURCE:
2015 → 2022 EPAS Crosswalk

COMING SOON! ☺

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Program Administrators

❑Be mindful of competency and behavior changes
- Competency 2: Advance Human Rights and Social, **Racial**, Economic, and Environmental Justice
- Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
- Reduced behaviors from 31 to 20

❑Ensure ADEI efforts in the explicit and implicit curricula (AS 2.0.1 & AS 2.0.2)

❑Ensure the professional practice community is actively engaged in the explicit curriculum content, development, and delivery on an ongoing basis in both the generalist and specialized curriculum. (AS 3.1.1 and AS M3.2.3)

❑Ensure admissions policies are equitable and inclusive (AS 4.1.1)

❑Ensure master's program has an advanced standing pathway (AS M4.1.3)
  ❑When applicants do not qualify for advanced standing status, the is a secondary process/mechanism for ensuring baccalaureate social work graduates do not repeat generalist content achievements. (AS M4.1.3)

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Program Administrators (cont'd)

❑ Be aware that the number of full-time faculty for master's programs reduced from 6 to 4 (AS M4.2.1)

❑ Be aware that programs may present a higher faculty-to-student if they evidence meeting all competency and program outcome benchmarks, provide a rationale, and explain sufficiency (AS B/M4.2.3)

❑ Be aware that assigned time for program directors and field directors now is customarily 25% (B) and 50% (M) respectively and can be higher or lower based on sufficiency [AS B4.3.4(c), AS M4.3.4(c) and AS B4.3.5(c), AS M4.3.5(c)]

❑ Ensure the program has at least 2 instruments to assess student competency, one of which is in real or simulated practice within **field education**. [AS 5.0.1(a)]

❑Ensure a systematic plan to assess an ADEI effort within the implicit curriculum [AS 5.0.2(a/b)]

❑Ensure monitoring of program outcomes through graduation rates and one additional outcome: Employment rates; higher education acceptance rates; or time to program completion (AS 5.0.3)

❑Update student handbook, field manual, website, instruments, and syllabi (as needed)

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Field Education Administrators

❑Ensure field instruments/learning agreements are updated with competency and behavior changes

❑ Ensure the program has a policy documenting whether it permits field placements in an organization in which the student is also employed.

❑ Be aware that if the program permits employment-based field placements, programs:
- ❑ May permit student assignments and employee tasks may qualify as field hours when linked to competencies and level of practice (AS 3.3.7)
- ❑May permit field education supervision by the same supervisor if field education supervision is distinct from employment supervision and the supervisor meets the requirements of Accreditation Standard 3.3.6.
- ❑Must have a policy that documents how the program assists students with field education continuation or change in situations where a student becomes unemployed in an organization where field education has co-occurred with employment.

❑Work closely with field instructors and agencies to ensure compliance with new standards

❑Update student handbook, field manual, website, instruments, and syllabi (as needed)

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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 ADEI competency in the explicit curriculum *[AS 3.1.2 & M3.2.4]*

- Assessment of 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

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What ADEI accreditation resources are available?

- 2022 EPAS Interpretation Guide

Total number of ADEI examples by standard:

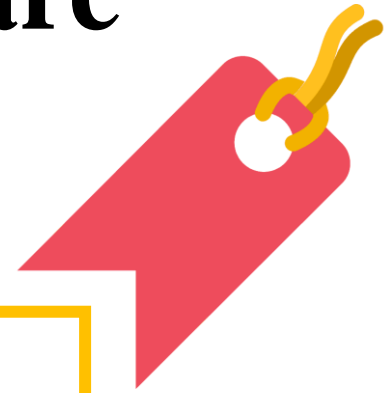AS 2.0.1 | ADEI in the explicit curriculum = 26

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

Bookmark this link, updates are always ==highlighted==

- ADEI Info One-pager

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Program Outcomes (AS 5.0.3)

Programs monitor its program outcomes through **graduation rates** and at least one additional outcome selected from the following:

-Employment rates

-Higher education acceptance rates

-Time to program completion

Programs Under Accreditation Review Before Unity Date

At minimum accredited programs provide:

- One (1) year of data if submitting an accreditation document in 2023 or 2024.
- Two (2) years of data if submitting an accreditation document in 2025 or 2026.
- Three (3) years of data if submitting an accreditation document in 2027 and beyond.
- At minimum candidacy programs provide one (1) year of data

Programs Not Under an Accreditation Review Before *Unity Date*

Need to have assessment plan in place by the *Unity Date* but do not need 3 years of outcomes.

Accreditation Toolkit

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2022 EPAS Accreditation Toolkit

www.cswe.org/2022EPAStoolkit

2022 EPAS Accreditation Toolkit

- **2022 EPAS**
- **2022 EPAS Interpretation Guide**
- **2015 to 2022 EPAS Crosswalk**
- **Templates:**
  - Required Self-Study/ Initial Accreditation Template
  - Required Benchmark 1 Template
  - Required Benchmark 2 Template
  - Required Substantive Change Proposal Template
- **Fees:**
  - Reaffirmation Fees and Related Expenses
  - Candidacy Fees and Related Expenses
  - CSWE Accreditation Fees Memo | 2022 EPAS (new fees effective July 1, 2024)

- **Resources:**
  - Accreditation Policy Handbook
  - Accreditation Team Approach Grid
  - Anti-racism, Diversity, Equity, and Inclusion Information (ADEI)
  - Document Formatting & Submission Requirements (Policy 4.7)
  - Guidance to Programs for Regional Accreditation
  - Frequently Asked Questions
  - Program Outcomes (Accreditation Standard 5.0.3) Information

- **Eligibility Applications:**
  - Reaffirmation Eligibility Application
  - Candidacy Eligibility Application
  - Initial Accreditation Eligibility Application

- **Required Forms and Sample Forms**

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2022 EPAS Accreditation Toolkit

Required Forms and Sample Forms:

The following forms are embedded in each required template linked above. Samples are provided below to assist programs in completing these forms.

- Form AS 3.1.2 - Generalist Curriculum Matrix
  - Sample Form AS 3.1.2

- Specialized Practice Competencies
  - Sample AS M3.2.1 Specialized Practice Competencies

- Form AS M3.2.4 - Specialized Curriculum Matrix
  - Sample Form AS M3.2.4

- Form AS 4.2.1 - Faculty Summary Form
  - Sample Form AS 4.2.1

- Faculty Data Form

- Form AS 4.4.1 - Budget Form
  - Sample Form AS 4.4.1

- Form AS 4.4.3 - Library Report

- Form AS 5.0.1(a) - Student Achievement Assessment Plan
  - Sample Form AS 5.0.1(a)

- Form AS 5.0.1(b) - Student Achievement Assessment Outcomes
  - Sample Form AS 5.0.1(b)

- Form AS B5.0.1(d) - Public Reporting of Assessment Outcomes - Baccalaureate
  - Sample Form AS B5.0.1(d)

- Form AS M5.0.1(d) - Public Reporting of Assessment Outcomes - Master's
  - Sample Form AS M5.0.1(d)
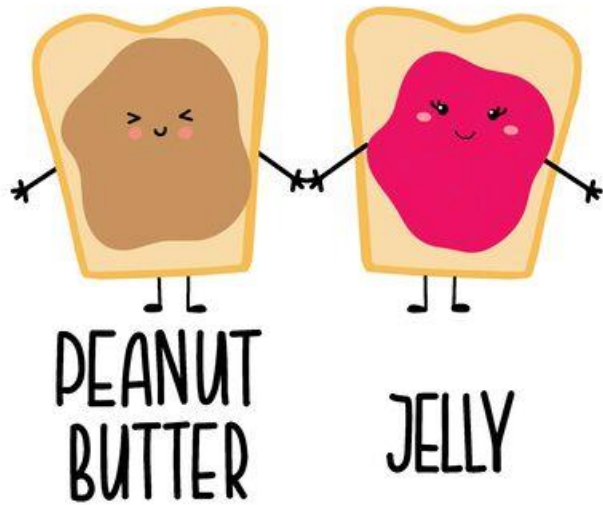
- Form 5.0.3 - Program Outcomes Assessment
  - Sample Form 5.0.3

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Interpretation Guide

EPAS + IG = BFF

Example

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

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS

a. The program provides the policy indicating that it does not grant social work course credit for life experience or previous work experience.	• Copy/paste the relevant written policy explicitly stating that the social work program does not grant social work course credit for:
	  o Life experience
	  o Previous work experience
	• Cite the location of the written policy, including:
	  o Name of documents, manuals, handbooks, syllabi, platforms, and/or websites
	  o Page numbers (if applicable)
		• **Definition:**
		  o Articulation
		  o Course Credit
		• Examples of how this policy is articulated:
		  o Prospective student materials
		  o Admission packet
		  o Syllabi
		  o Learning management system
		  o Orientation
		  o Advising sessions
		  o Webinars/online modules
		  o Newsletters or other communications
		  o Websites

b. The program describes how this policy is articulated.	• Explain how stakeholders are actively informed.
	• Cite the location of the written articulation, including:
	  o Name of documents, manuals, handbooks, syllabi, platforms, and/or websites
	  o Page numbers (if applicable)
		• If applicable, describe how this information is actively articulated to students and field personnel beyond written materials (e.g., orientation).

c. The program addresses all program options.	• Explicitly address each program option.	• Use subheadings to clearly address each component of the standard. **Candidate Programs** / *AS 4.1.5 is reviewed for:* • Approval at Benchmark 1 • Compliance at Benchmark 3

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Required Templates

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

Accreditation is paperless!

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]

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Accreditation Policy Handbook

www.cswe.org/accreditationpolicies

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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**

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Accreditation Services

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2022 EPAS Reaffirmation Training

www.cswe.org/accreditationtraining

- 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

Accreditation Services

www.cswe.org/accreditationservices

Consultations	Trainings
Professional Conferences	Resources & Communication

Year-round

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Opportunities

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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!

o Join a CSWE Commission or Council

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

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

CSWE

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**!

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Q & A

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

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