

Three arrows are positioned to the right of the main text. The top arrow is orange and points upwards. The middle arrow is green and points upwards and to the right. The bottom arrow is blue and points to the right.

It's time to act.

*Indigenous Knowledge Sovereignty
and Environmental Justice*

CSWE 70th Annual Program Meeting | October 24–27, 2024 | Kansas City, MO

2022 EPAS: 2 Years Later



Saturday, October 26, 2024 | 4:15pm-5:15pm
Kansas City Convention Center | Level 2 |
Room: 2215A



Kat Gibson-Ledl, BSW, LMSW-Macro
Director of Accreditation Services

Learning Objectives

- 1) Locate the 2022 EPAS toolkit resources, including templates and tools.
- 2) Know the 2022 EPAS implementation timeline for accredited and candidate programs.
- 3) Engage in Q&A about all things 2022 EPAS.

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

CSWE Context: Two Pillar

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
 - 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*

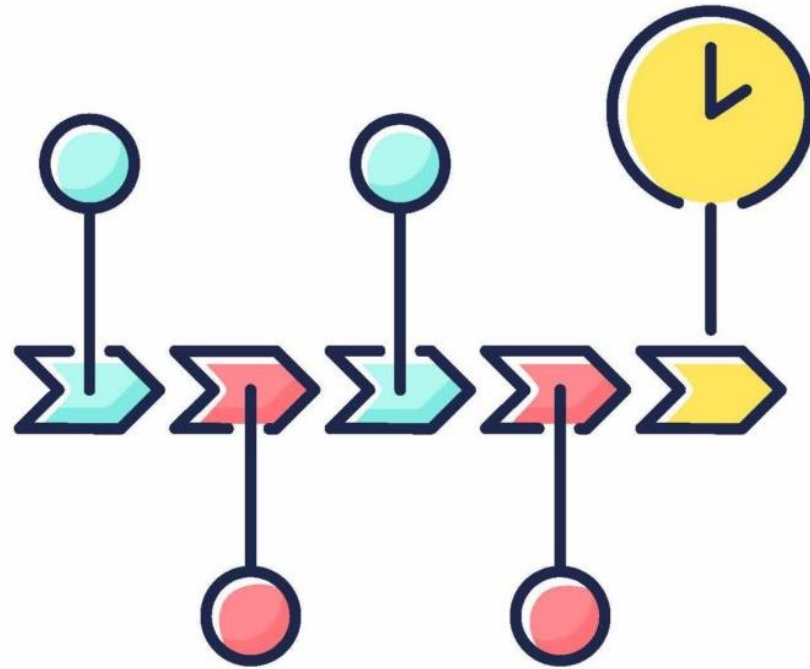
Unity Date



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

2022 EPAS Implementation Timeline

www.cswe.org/2022EPAStimeline



2022 EPAS: Status of Accreditation Reviews

BOA Agenda Date	Number of Programs Reviewed Under 2015 EPAS	Number of Programs Reviewed Under 2022 EPAS	Total Number of Programs Reviewed by the BOA
October 2023	110 (97%)	3 (3%)	113
February 2024	114 (90%)	12 (10%)	126
June 2024	131 (82%)	29 (18%)	160
October 2024	81 (64%)	45 (36%)	126
Total	436 (83%)	89 (17%)	525

Types of BOA Reviews Under 2022 EPAS

Type of BOA Review/Decision	Number of Programs	Percentage of Programs*
Benchmark 1 for Candidacy Decision	32	36%
Self-study for Issuance of Letter of Instruction	52	58%
Program Response Following Site Visit for Reaffirmation Decision	5	6%

*Between October 2023 – October 2024 BOA Agendas, BOA reviewed 89 programs under 2022 EPAS; 45 of which were reviewed only 2-weeks ago

2022 EPAS Reaffirmation Training

Most Frequently Incorrectly Answered Pre-Test Questions

#1 Question: New to the 2022 EPAS is Accreditation Standard 5.0.3 and the requirement for programs to monitor their program outcomes through graduation rates and at least one additional outcome selected from the following:

(A) Employment rates	(B) Higher education acceptance rates	(C) Time to program completion	(D) An additional outcome selected by the program	(E) All of the above
-----------------------------	--	---------------------------------------	---	----------------------

#2 Question: The CSWE Board of Accreditation (BOA) are:

(A) Peer social work educators or public members	(B) Recent CSWE site visitors	(C) Paid CSWE staff members	(D) Volunteers
---	--------------------------------------	-----------------------------	-----------------------

#3 (Tie) Question: Program options are defined as:

(A) All physical locations and delivery methods (e.g., online) where 51% or more of the social work curriculum is delivered.	(B) All calendars or plans-of-study (e.g., full-time, part-time, advanced standing, evening, weekend).	(C) Both of the above
---	--	-----------------------

#3 (Tie) Question: CSWE's Department of Social Work Accreditation is the sole accreditation decision-making body and final arbiter of compliance.

(A) True	(B) False
----------	------------------

Bold answers are correct.

2022 EPAS Toolkit

- 2022 EPAS Required Volume 1 Template
- 2022 EPAS Interpretation Guide
- 2015 EPAS to 2022 EPAS Crosswalk
- Required forms (all embedded within template)
- Sample Forms
- And there's MORE!



Crosswalk – 2015 EPAS to 2022 EPAS

- Highlights changes between EPAS, standard by standard
- Tool to aid transition to the 2022 EPAS
- Prepare for the program's next accreditation review



2015 EPAS vs. 2022 EPAS Crosswalk

Color code key:



= no equivalent standard or
content moved to another standard

Nine Social Work Competencies

2015 EPAS	2022 EPAS	Summary of Changes
<p>Nine Social Work Competencies</p> <p><i>Competency 1: Demonstrate Ethical and Professional Behavior</i></p> <p><i>Competency 2: Engage Diversity and Difference in Practice</i></p> <p><i>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</i></p>	<p>Nine Social Work Competencies</p> <p><i>Competency 1: Demonstrate Ethical and Professional Behavior</i></p> <p><i>Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice</i></p> <p><i>Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (A DEI) in Practice</i></p>	<ul style="list-style-type: none"> • <i>Revised:</i> Switched the order of competencies 2 and 3. • <i>Revised:</i> “Racial Justice” added to competency 2. • <i>Revised:</i> Competency 3 changed to: “Engage Anti-Racism, Diversity, Equity, and Inclusion (A DEI) in Practice.” • <i>Revised:</i> The generalist behaviors associated with the nine competencies were reduced from 31 to 20.

2015 EPAS vs. 2022 EPAS Crosswalk

Anti-Racism, Diversity, Equity, and Inclusion (ADEI)

2015 EPAS	2022 EPAS	Summary of Changes
	<i>Accreditation Standard 2.0—Anti-Racism, Diversity, Equity, and Inclusion (ADEI)</i>	<ul style="list-style-type: none"> • <i>Moved and revised: AS 3.0</i> Diversity moved to AS 2.0 and focus expanded to include Anti-Racism, Equity, and Inclusion.
	<i>AS 2.0.1: The program engages in specific and continuous efforts within the explicit curriculum related to anti-racism, diversity, equity, and inclusion.</i>	<ul style="list-style-type: none"> • <i>New:</i> Requirement to identify ADEI efforts within both the explicit and implicit curriculum, rather than implicit curriculum only.
	<i>AS 2.0.2: The program engages in specific and continuous efforts within the implicit curriculum related to anti-racism, diversity, equity, and inclusion.</i>	<ul style="list-style-type: none"> • <i>Revised: AS 3.0.1</i> (2015 EPAS) expanded focus to include each element of ADEI
<i>Accreditation Standard 3.0—Diversity</i>		<ul style="list-style-type: none"> • <i>Moved:</i> To AS 2.0 and added Anti-Racism, Equity, and Inclusion.

2015 EPAS vs. 2022 EPAS Crosswalk

Anti-Racism, Diversity, Equity, and Inclusion (ADEI)

2015 EPAS	2022 EPAS	Summary of Changes
<p><i>AS 3.0.1: The program describes the specific and continuous efforts it makes to provide a learning environment that models affirmation and respect for diversity and difference.</i></p>		<ul style="list-style-type: none"> • <i>Moved to AS 2.0.2 (2022 EPAS).</i> • AS 3.0.1 (2015 EPAS) expanded focus to include each element of ADEI.
<p><i>AS 3.0.2: The program explains how these efforts provide a supportive and inclusive learning environment.</i></p>		<ul style="list-style-type: none"> • <i>Removed: Full standard.</i>
<p><i>AS 3.0.3: The program describes specific plans to continually improve the learning environment to affirm and support persons with diverse identities.</i></p>		<ul style="list-style-type: none"> • <i>Removed: Full standard.</i>



COUNCIL ON SOCIAL WORK EDUCATION

Commission on Accreditation (COA)
Department of Social Work Accreditation (DOSWA)

2022 EPAS

Self-Study | Volume 1

for Baccalaureate and Master's Social Work Programs
version 12.2022

[Delete this help text before submission: Delete the directions before submission.]

Directions

Purpose

- This is a required template.
- Content must be current and accurate at the time the accreditation document is submitted.
- Accredited programs submit self-study documents for review by CSWE's Commission on Accreditation (COA) for issuance of a Letter of instructions (LOI) to the site visitor.
 - Refer to policy [2.6.1. Reaffirmation Determination Decisions](#) in the EPAS Handbook for Reaffirmation decisions.
- Candidacy programs submit Benchmark 3 documents for review by CSWE's Commission on Accreditation (COA) for issuance of an Initial Accreditation decision.
 - Refer to policy [4.6.1. Initial Accreditation Decisions](#) in the EPAS Handbook for Initial Accreditation decisions.
- A completed self-study includes:
 - Volume 1: Responses to all standards
 - Volume 2: Syllabi
 - Volume 3: Student Handbook and Field Manual

Formatting & Submission

- Submit self-study documents as a Microsoft Word document or searchable PDF, per policy [1.2.11. Document Submission Policy](#) in the EPAS Handbook.
 - Each volume must be a single document and may not include separate attachments nor appendices.
 - Scanned documents will not be accepted.
- Email completed Reaffirmation self-study documents to the program's assigned [Accreditation Specialist](#) by the due date.
 - Email completed Reaffirmation self-study documents to the site visitor 1-month before to the scheduled site visit.
- Email completed Benchmark 3 documents to the program's assigned [Accreditation Specialist](#) and program's assigned Accreditation Specialist.

Required
Volume 1
Template



COUNCIL ON SOCIAL WORK EDUCATION

**Board of Accreditation (BOA)
Department of Social Work Accreditation (DOSWA)**

Program Response to the Site Visit Report
for Baccalaureate and Master's Social Work Programs
version 10.2024

[Delete this help text before submission: Delete the directions before submission.]

Directions

Purpose

- This is a required template.
- Content must be current and accurate at the time the accreditation document is submitted.
- Accredited programs submit the program response for review by CSWE-BOA for a reaffirmation determination.
 - Refer to policy [6.9 BOA Reaffirmation Decisions](#) in the *Accreditation Policy Handbook* for Reaffirmation decisions.
- Visit the [2015 EPAS Accreditation Toolkit](#) for the 2015 EPAS Interpretation Guide, forms, samples, and other resources.
- Visit the [2022 EPAS Accreditation Toolkit](#) for the 2022 EPAS Interpretation Guide, forms, samples, and other resources.

Formatting & Submission

- Do not alter this template.
- **Framing:** Accreditation is voluntary. The burden of proof of compliance is the program's responsibility. When addressing a cited concern, demonstrate the desire to provide clarification or documentation that evidences program compliance with accreditation requirements.
- **IMPORTANT:** The BOA must be able to review and determine compliance solely based on information provided by the program in the program response.
 - **Solely agreeing with the visitor's findings is insufficient. Include all information, complete narratives, and relevant materials that evidence full compliance in this program response.**
 - **Do not refer BOA readers to the self-study or previously submitted materials.**
 - **The BOA will not have access to nor review the self-study again.**
- Insert all forms, tables, and matrices directly in response to the standard (not as appendices).

[Institution's Name]

[Baccalaureate or Master's], Program Response to the Site Visit Report | pg. 1

Required Program Response to Site Visit Report

It's time to act.
Indigenous Knowledge Sovereignty and Environmental Justice

CSWE 70TH ANNUAL PROGRAM MEETING
OCTOBER 24–27, 2024 | KANSAS CITY, MO





COUNCIL ON SOCIAL WORK EDUCATION

Board of Accreditation (BOA)
Department of Social Work Accreditation (DOSWA)

Program Response to the Candidacy Visit Report
for Baccalaureate and Master's Social Work Programs
version 10.2024

[Delete this help text before submission: Delete the directions before submission.]

Directions

Purpose

- This is a required template.
- Content must be current and accurate at the time the accreditation document is submitted.
- Pre-candidate programs submit the program response for review by CSWE-BOA for a candidacy decision.
 - Refer to policy [5.12 BOA Benchmark 1 Decisions](#) in the *Accreditation Policy Handbook* for Candidacy decisions.
- Candidate programs submit the program response for review by CSWE-BOA for a second year of candidacy or initial accreditation decision.
 - Refer to policy [5.13 BOA Benchmark 2 Decisions](#) in the *Accreditation Policy Handbook* for Second Year of Candidacy decisions.
 - Refer to policy [5.14 BOA Benchmark 3/Initial Accreditation Decisions](#) in the *Accreditation Policy Handbook* for Initial Accreditation decisions.
- Visit the [2015 EPAS Accreditation Toolkit](#) for the 2015 EPAS Interpretation Guide, forms, samples, and other resources.
- Visit the [2022 EPAS Accreditation Toolkit](#) for the 2022 EPAS Interpretation Guide, forms, samples, and other resources.

Formatting & Submission

- Do not alter this template.
- *Framing:* Accreditation is voluntary. The burden of proof of compliance is the program's responsibility. When addressing a cited concern, demonstrate the desire to provide clarification or documentation that evidences program compliance with accreditation requirements.
- **IMPORTANT:** The BOA must be able to review and determine compliance solely based on information provided by the program in the program response.

Required Program Response to Candidacy Visit Report



PB & J

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.

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.	<ul style="list-style-type: none"> • Copy/paste the relevant written policy explicitly stating that the social work program does not grant social work course credit for: <ul style="list-style-type: none"> ○ Life experience ○ Previous work experience • Cite the location of the written policy, including: <ul style="list-style-type: none"> ○ Name of documents, manuals, handbooks, syllabi, platforms, and/or websites ○ Page numbers (if applicable) 	<ul style="list-style-type: none"> • Definition: <ul style="list-style-type: none"> ○ Articulation ○ Course Credit • Examples of how this policy is articulated: <ul style="list-style-type: none"> ○ Prospective student materials ○ Admission packet ○ Syllabi ○ Learning management system ○ Orientation ○ Advising sessions ○ Webinars/online modules ○ Newsletters or other communications ○ Websites • If applicable, describe how this information is actively articulated to students and field personnel beyond written materials (e.g., orientation). • Use subheadings to clearly address each component of the standard. <p>Candidate Programs / AS 4.1.5 is reviewed for:</p> <ul style="list-style-type: none"> • Approval at Benchmark 1 • Compliance at Benchmark 3
b. The program describes how this policy is articulated.	<ul style="list-style-type: none"> • Explain how stakeholders are actively informed. • Cite the location of the written articulation, including: <ul style="list-style-type: none"> ○ Name of documents, manuals, handbooks, syllabi, platforms, and/or websites ○ Page numbers (if applicable) 	
c. The program addresses all program options.	<ul style="list-style-type: none"> • Explicitly address each program option. 	

Why is the IG like jelly to my peanut butter?

- Directly from the BOA
- Used by BOA members in review process
- Specific interpretations and insights

Accreditation Standard (AS) 3.1.1: Compliance Statement a

- Describe the generalist practice curriculum design, including all classroom and field education courses.
 - Identify any theories, concepts, models, and/or pedagogical ideas used to inform the formal curriculum design, structure, framework, and/or blueprint.
 - This is not a list or description of social work theories taught in the curriculum.
 - List required courses by course number and title.
 - Identify when each required course is offered within the broader design.
 - Describe *how* each required course influences and builds upon one another.
 - Explain how students progress through the curriculum.

Accreditation Standard (AS) 3.1.1: Compliance Statement a

- Describe the generalist practice curriculum design, including all classroom and field education courses.
 - Identify any theories, concepts, models, and/or pedagogical ideas **used to inform** the formal curriculum design, structure, framework, and/or blueprint.
 - This is not a list or description of social work theories taught in the curriculum.
 - List required courses by course number and title.
 - Identify when each required course is offered within the broader design.
 - Describe *how* each required course influences and builds upon one another.
 - Explain how students progress through the curriculum.

Bolding of text added for emphasis

Accreditation Standard (AS) 3.1.1: Compliance Statement a

- Describe the generalist practice curriculum design, including all classroom and field education courses.
 - Identify any theories, concepts, models, and/or pedagogical ideas used to inform the formal curriculum design, structure, framework, and/or blueprint.
 - This is not a list or description of social work theories taught in the curriculum.
 - List required courses by course number and title.
 - Identify when each required course is offered within the broader design.
 - **Describe *how* each required course influences and builds upon one another.**
 - Explain how students progress through the curriculum.

Bolding of text added for emphasis



It's time to act. 
*Indigenous Knowledge Sovereignty
and Environmental Justice*

CSWE 70TH ANNUAL PROGRAM MEETING
OCTOBER 24-27, 2024 | KANSAS CITY, MO





Who
guessed it?

Assessment

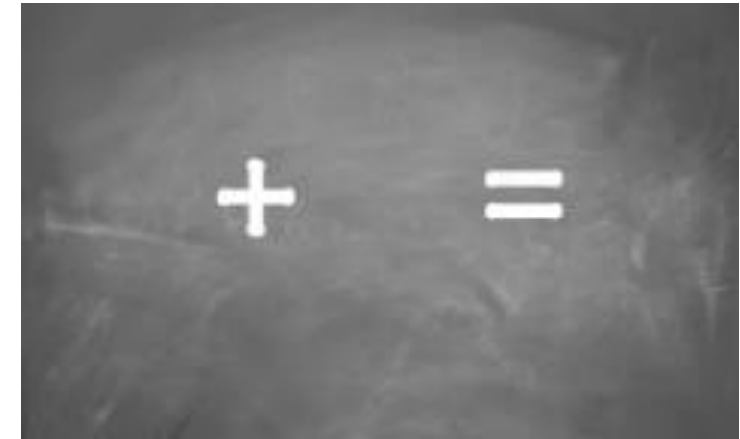
- **Explicit Curriculum Assessment of All Competencies**
 - Assessment Plan: AS 5.0.1(a)
 - Assessment Data, Calculations, & Outcomes: AS 5.0.1(b)
 - Formal Review Plan of Assessment Plan and Outcomes: AS 5.0.1(c)
 - Publicly Post Assessment Plan and One Year of Data: AS 5.0.1(d)
- **Implicit Curriculum ADEI Assessment**
 - Assessment Plan: AS 5.0.2(a)
 - Assessment Data and Implications: AS 5.0.2(b)

Faculty & Administration Highlights

- Faculty-to-Student Ratio:
 - AS B/M4.2.3
 - Administrative Assigned Time:
 - Program director appointment, principal assignment & documentation: AS 4.3.4(a)
 - Program director roles, administrative time calculation, & sufficiency: AS 4.3.4(c)
 - Field education director appointment, principal assignment & documentation: AS 4.3.5(a)
 - Field education director roles, administrative time calculation, & sufficiency: AS 4.3.5(c)
1. Ensure consistency throughout document & standards
 2. Accurate at time of submission
 3. Make explicit statements as required
 - a. Including statements regarding sufficiency

Calculations

- Step-by-step explanation of how calculation reached
- Formula/mathematical calculation included
- Show the math
- Include minimum requirements for standard
- Allotment to (potentially) another program level
- Provide a concrete number, ratio, and/or percentage



Competencies & Curricula

- Curriculum Matrix(ces)
 - *Purpose:* Snapshot featuring specific required course content strongly relating to each competency, dimension, and/or system-level which all students are learning in the classroom
 - Address each competency fully
 - Brief description
 - Master/comprehensive syllabi
- Areas of Specialized Practice

ADEI within Implicit & Explicit Curriculum

- Relevant standards:
 - AS 2.0.1: ADEI within Explicit Curriculum
 - AS 2.0.2: ADEI within Implicit Curriculum
- Remember:
 - Review definitions of explicit and implicit curriculum
 - Apply definitions when reviewing non-inclusive list of examples within IG
 - Ensure connections to each element of ADEI
 - Must be specific and on-going
 - Program-specific efforts

ADEI Curriculum: Implicit or Explicit

- Storytelling projects & displays
- Hosting guest speakers/panels
- Celebrations in honor of awareness or cultural days or months
- Designated class time to honor/discuss current events
- Implement policies permitting employment-based field placements
- Flexible plans of study
- Professional development opportunities
- Legislative policy advocacy projects/events
- Scholarship & fellowship programs
- Student orientation activities & events
- Ethical research engagement guidelines
- Statements & land acknowledgements

Let's chat.

- What's on your mind about 2022 EPAS?
- What 2022 EPAS candidacy or reaffirmation questions do you have?
- Do you have any tips or suggestions about the 2022 EPAS to share with others?



**ACCREDITATION
STAFF ARE HERE TO HELP?**



YES!

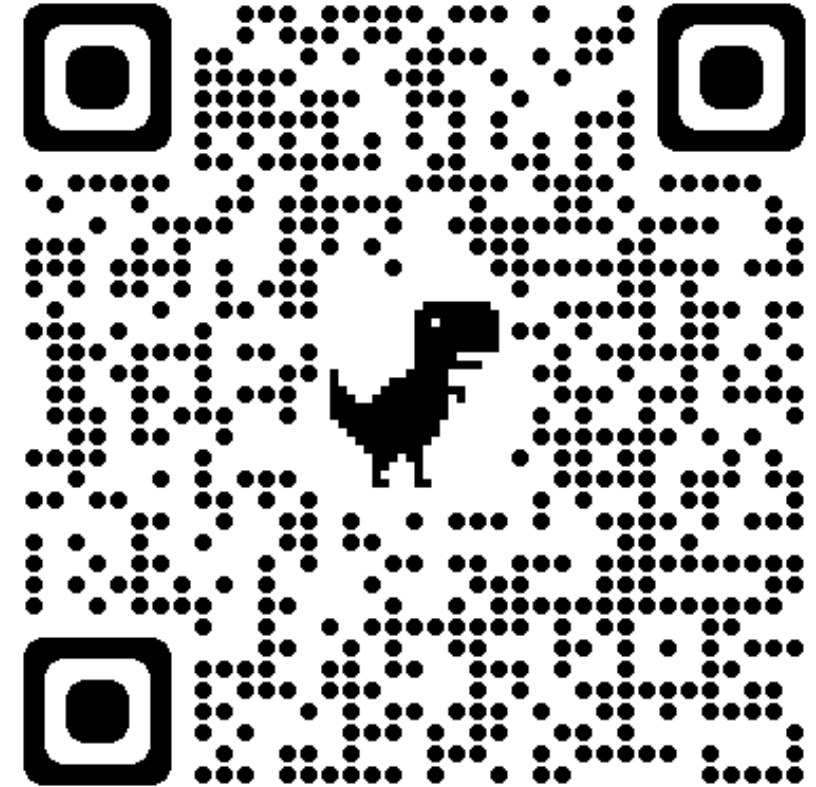
Accreditation Services



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](#))



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

Join us for our next Live Q&A Session: Wednesday, November 20th, 1:30-3:00pm ET

Kat Gibson-Ledl

BSW, LMSW-Macro

Director of Accreditation
Services

kgibson@cswe.org

