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

2015-2022 EPAS Crosswalk

2024 Annual Program Meeting | Kansas City, MO

Saturday, October 26, 2024 | 10:30am-11:30am

Presenters:

Kat Gibson Ledl, BSW, LMSW-Macro

Director of Accreditation Services

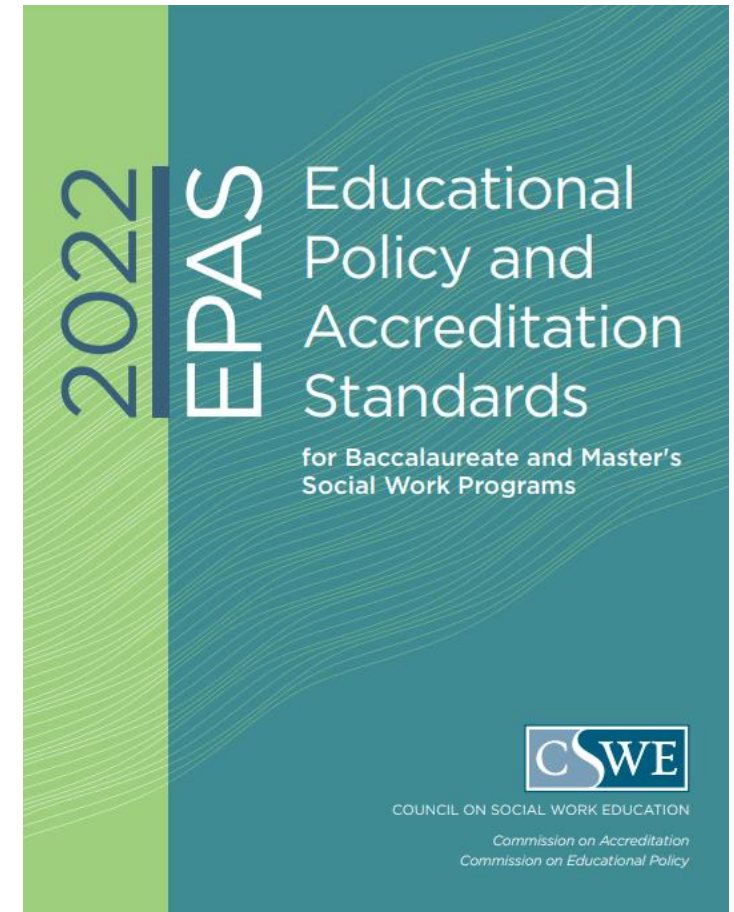

Marilyn Gentner, LMSW

Director of Accreditation Operations

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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

Agenda

1. Welcome & Intros

2. Context

3. Aligning with the 2022 EPAS

4. Crosswalk

5. Major Changes

6. Q&A

2022

EPAS

Educational
Policy and
Accreditation
Standards

for Baccalaureate and Master's
Social Work Programs

CSWE
COUNCIL ON SOCIAL WORK EDUCATION
Commission on Accreditation
Commission on Educational Policy

Context

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:
  - Social Work educators
  - Active CSWE membership
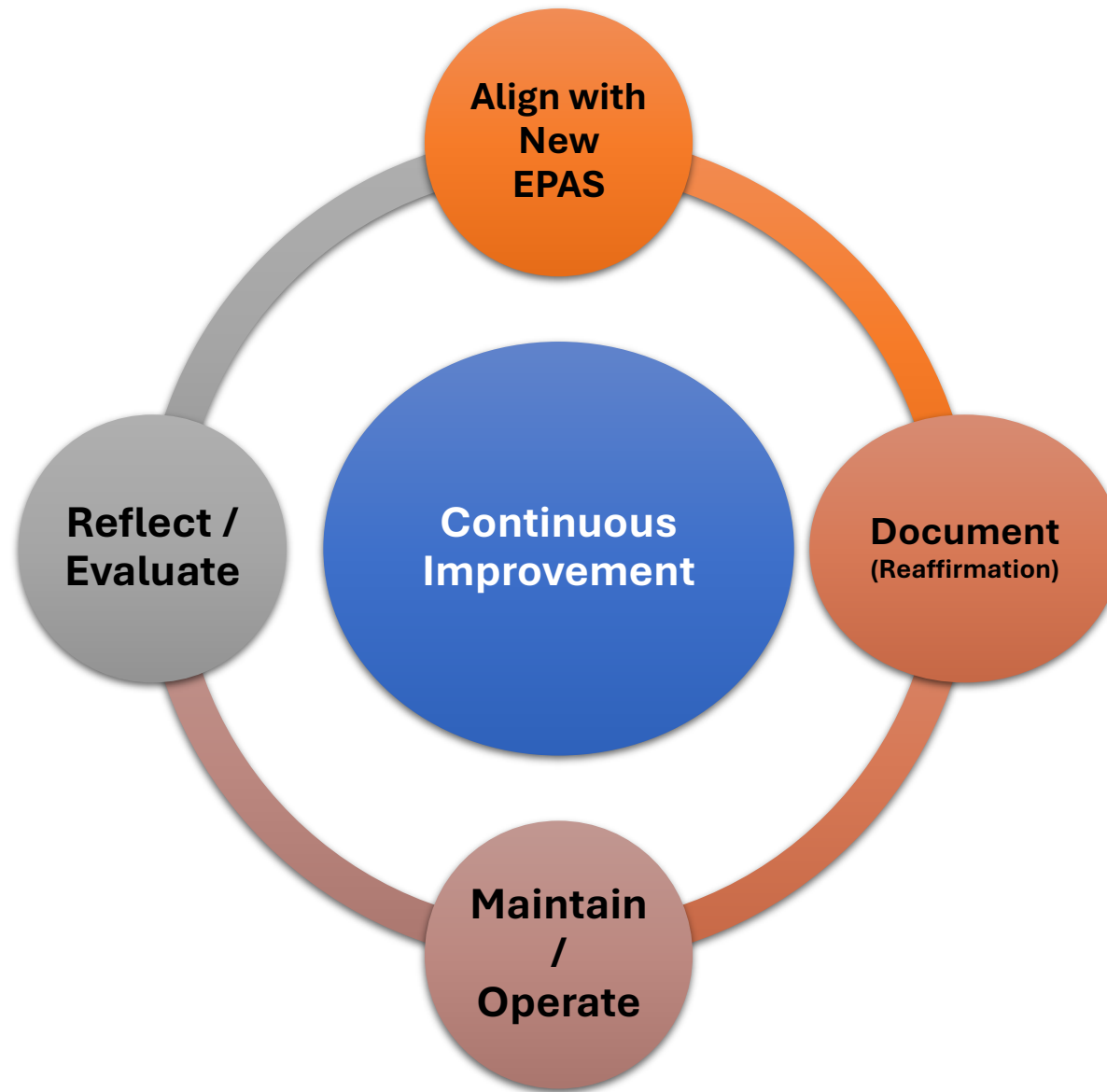 - Completed at least 3 reaffirmation site visits

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](#)

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

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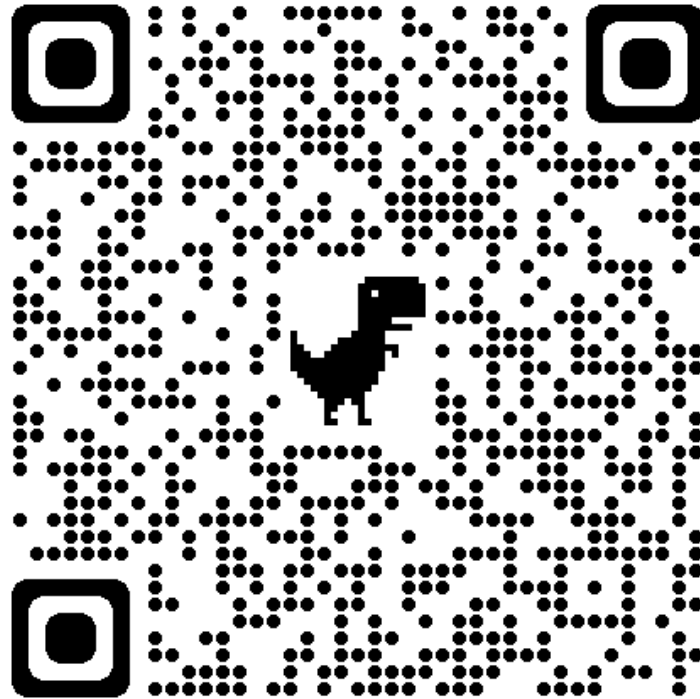OCTOBER 24–27, 2024 | KANSAS CITY, MO

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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

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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 by implementation timeline.

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 data is available, approximately a few terms or years after implementation. However, the data posted must still be no older than 2 years at any given time.
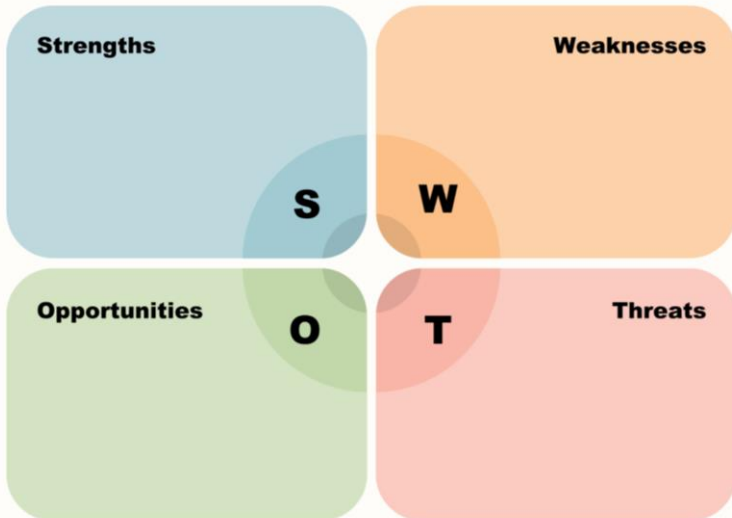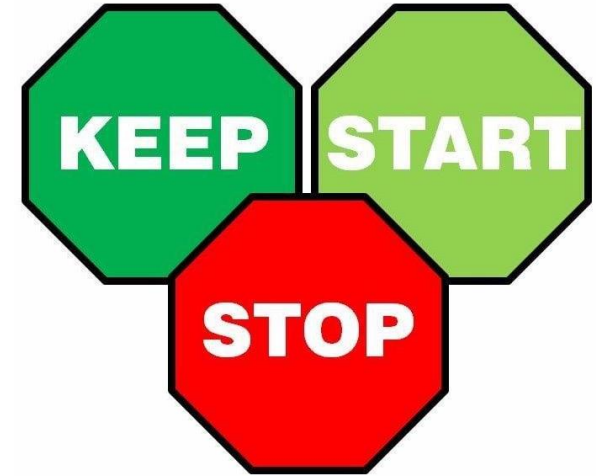
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New Standards ≠ Overhaul

Anatomy of an Accreditation Standard

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

     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.*

Standard

Compliance Statements
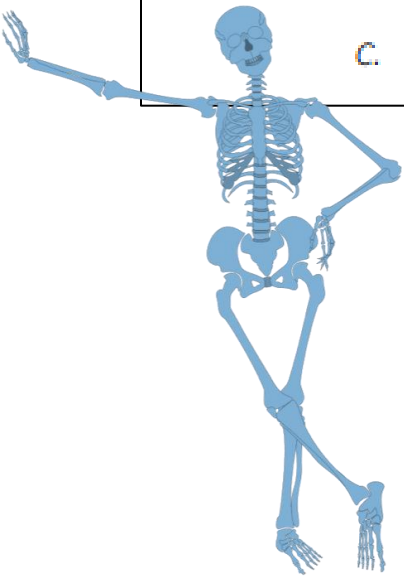
3 components to demonstrate full compliance for AS 4.1.5:
1. Written policy
2. How policy is articulated/shared
3. Similarities/differences for comply across all program options

Aligning Checklist

- ❑ **Team Approach**
    - ❑ **Resource:** Team Approach Grid
- ❑ **Identify changes needed**
    - ❑ **Resources:**
        - ❑ Crosswalk
        - ❑ 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.
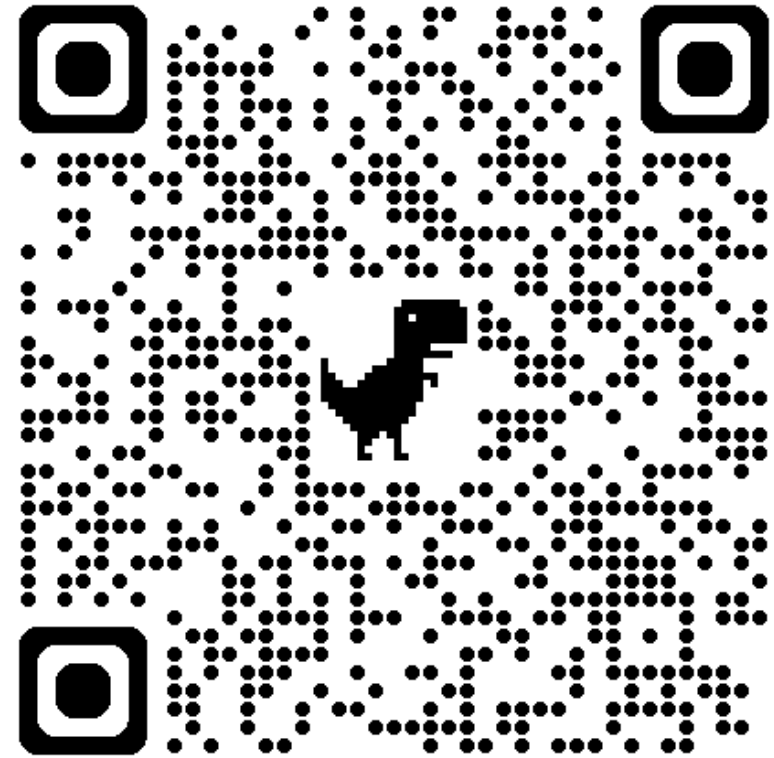
and Environmental Justice

2015 → 2022 EPAS Crosswalk

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2015 → 2022 EPAS Crosswalk

Baccalaureate and master's social work education programs may apply the crosswalk to:

o Transition to the 2022 EPAS in alignment with the implementation timeline

o Prepare for the program's next accreditation review under the 2022 EPAS

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2015 → 2022 EPAS Crosswalk Example

Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation

2015 EPAS	2022 EPAS	Summary of Changes
Accreditation Standard 3.1—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation	*Accreditation Standard 3.1—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation*	• N/A
Admissions	*Admissions*	• N/A
	AS 4.1.1: The program's admissions policies are equitable and inclusive, with particular attention to underrepresented as well as historically and currently oppressed groups.	• *New:* Requirement to describe how admissions processes are equitable and inclusive, with particular attention to underrepresented as well as historically and currently oppressed groups.
AS B3.1.1: The program identifies the criteria it uses for admission.	*AS B4.1.2: The program has criteria for admission, a process for application evaluation, and a process to notify students of admission decisions.*	• *Revised:* Evaluation and notification of admissions decisions included from **AS 3.1.2** (2015 EPAS).

What Major Changes Should Program Administrators Be Aware of for Alignment?

Program Administrators Review

❑ 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, there 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 Review (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)

Field Education Administrators Review

❑ 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)

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
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Equity
Inclusion

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What ADEI accreditation resources are available?

- 2022 EPAS Interpretation Guide

Total number of ADEI examples by standard:

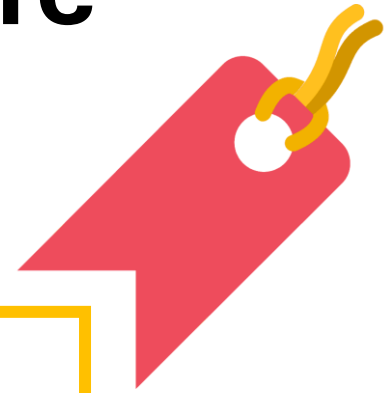AS 2.0.1 | ADEI in the explicit curriculum = 26

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

- ADEI Info One-pager

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

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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

2022 EPAS Accreditation Toolkit

www.cswe.org/2022EPAStoolkit

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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
  - Program Response to the Site Visit Report Template
  - Program Response to the Candidacy Visit Report Template

- **Fees:**
  - Reaffirmation Fees and Related Expenses
  - Candidacy Fees and Related Expenses

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

- **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

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2022 EPAS Required Forms and Samples

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)
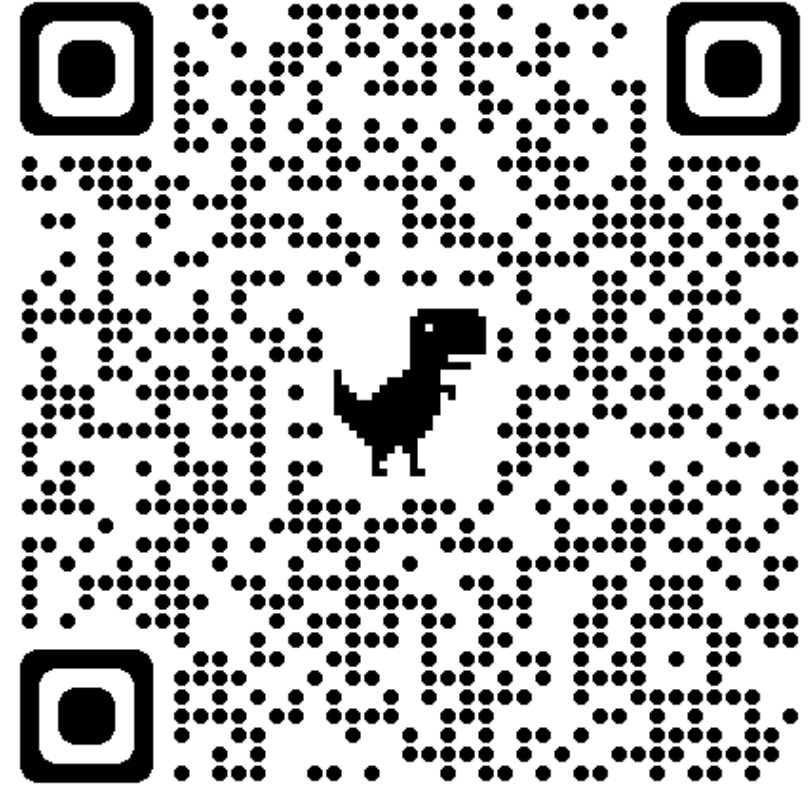- Form 5.0.3 - Program Outcomes Assessment
  - Sample Form 5.0.3

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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).
		• Use subheadings to clearly address each component of the standard.
		Candidate Programs / *AS 4.1.5 is reviewed for:*

c. The program addresses all program options.	• Explicitly address each program option.	• 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]

Accreditation Policy Handbook

www.cswe.org/accreditationpolicies

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Accreditation Services

2022 EPAS Reaffirmation Training

www.cswe.org/accredtraining

- Designed for CSWE-accredited baccalaureate and master's social work education programs

- This hybrid training model consists of two components:

REGISTER NOW!

Self-paced online learning modules via the CSWE Learning Academy

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

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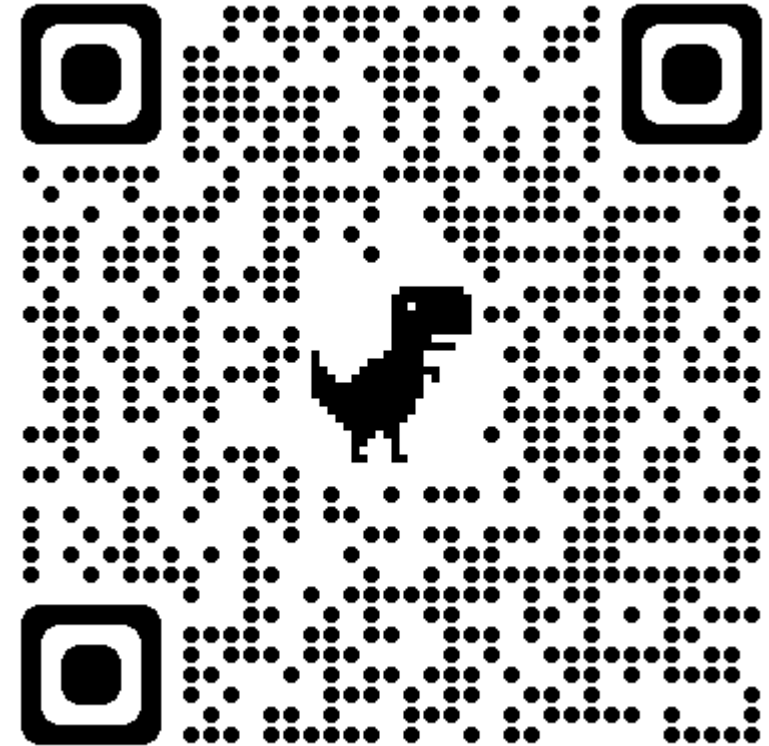
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Accreditation Services

www.cswe.org/accreditationservices

Consultations

Trainings

Year-round

Professional Conferences

Resources & Communication

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How can 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)*

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How can 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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What role can YOU 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

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Q & A

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

Marilyn Gentner, LMSW
Director of Accreditation Operations

mgentner@cswe.org

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

kgibson@cswe.org