

An orange arrow pointing up, a green arrow pointing up and to the right, and a blue arrow pointing 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 and ADEI

2024 Annual Program Meeting | Kansas City, MO

Friday, October 25, 2024 | 3:00 – 4:00pm

# Presenters:



Dr. Megan Fujita,  
Vice President of  
Education

Dr. Shanéa Thomas,  
Executive Director of  
Accreditation

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

Marilyn Gentner, LMSW  
Director of  
Accreditation  
Operations

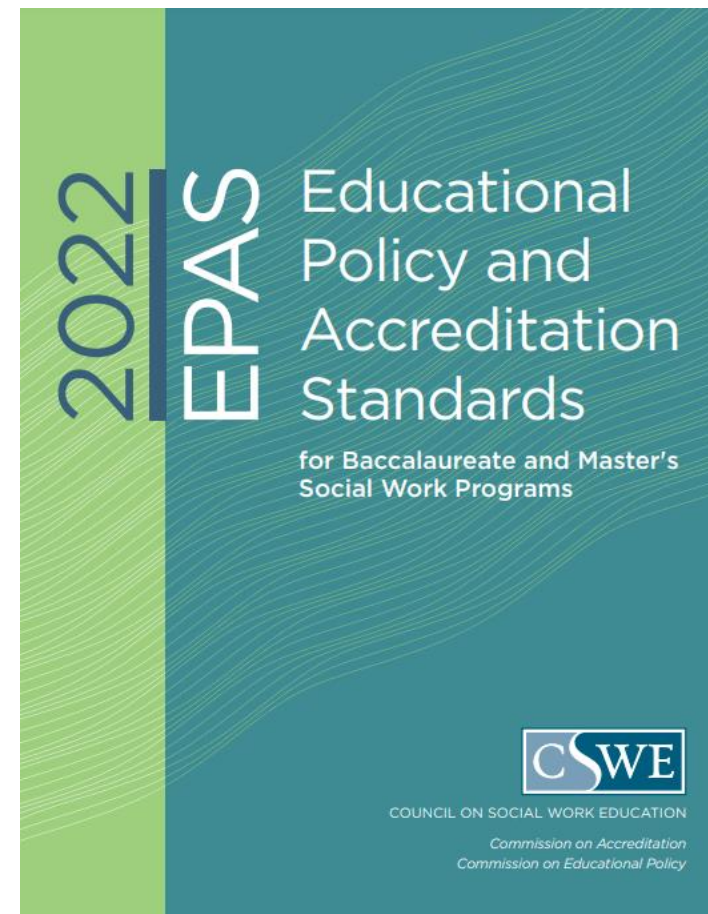
# Housekeeping

- This slide deck is in the app/microsite and will be available for download at: [cswe.org/accredtraining](https://cswe.org/accredtraining)
- 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



# 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

# ADEI & CSWE: Ongoing Response



# Disclaimer:

- It is important to note that CSWE is not providing legal advice.
- Institutions and programs are encouraged to consult with their own legal teams regarding interpretation of legislation within your state

# 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

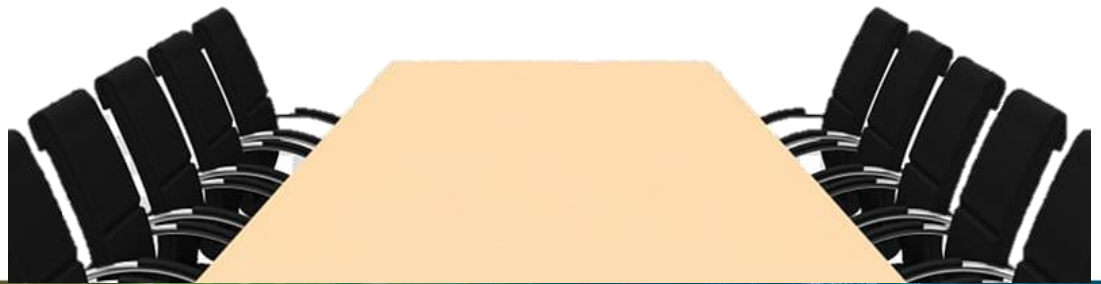


- [CSWE Calls on Higher Education to Recommit to Racial Equity and Justice in Face of SCOTUS Decision](#), *July 2023*
- [CSWE Calls for Academic Freedom in Higher Education](#), *March 2023*
- [Social Work Leadership Roundtable Joint Statement on DEI, Anti-Racism, and Systems Change](#), *March 2023*
- [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..*



# Supreme Court Ruling – Race-based Admissions

*On June 29, 2023, the U.S. Supreme Court announced its ruling in Students for Fair Admissions, Inc. v. President and Fellows of Harvard College and Students for Fair Admissions, Inc. v. University of North Carolina et al., holding that the use of race in admissions policies applied by the University of North Carolina and Harvard College violates the Equal Protection Clause of the Fourteenth Amendment and Title VI of the Civil Rights Act of 1964.*



# U.S. Departments of Education & Justice Guidelines Regarding Supreme Court Ruling



- Resources issued August 14, 2023
  - [Dear Colleague Letter](#)
  - [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.’”

Source: <https://www.nacacnet.org/wp-content/uploads/EdC-SFFA-Case-Preliminary-Summary-Analysis-7-6-FINAL-XMT.pdf>

# 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.

Adapted from: <https://www2.ed.gov/about/offices/list/ocr/docs/ocr-questionsandanswers-tvi-20230814.pdf>



# 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.

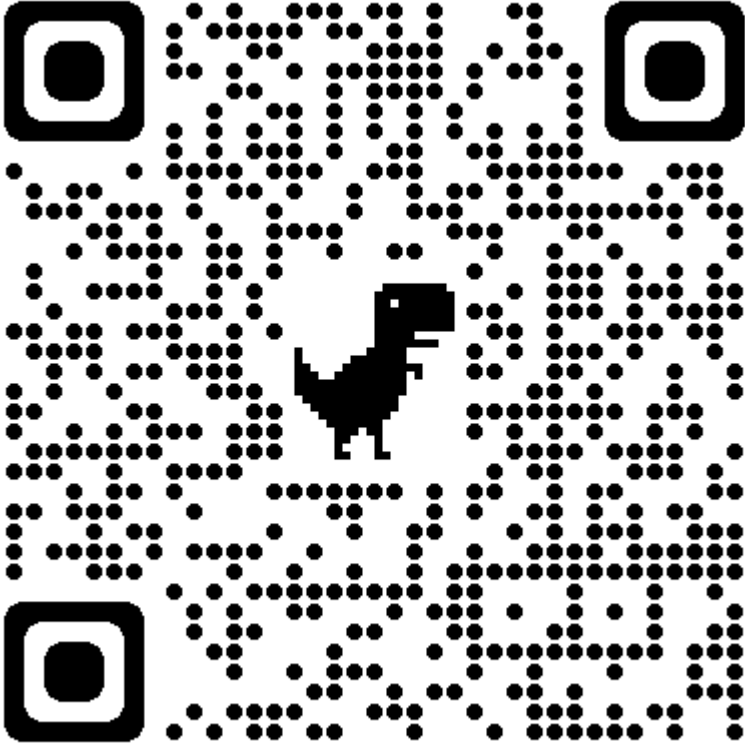
# Considerations / Recommendations

- 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

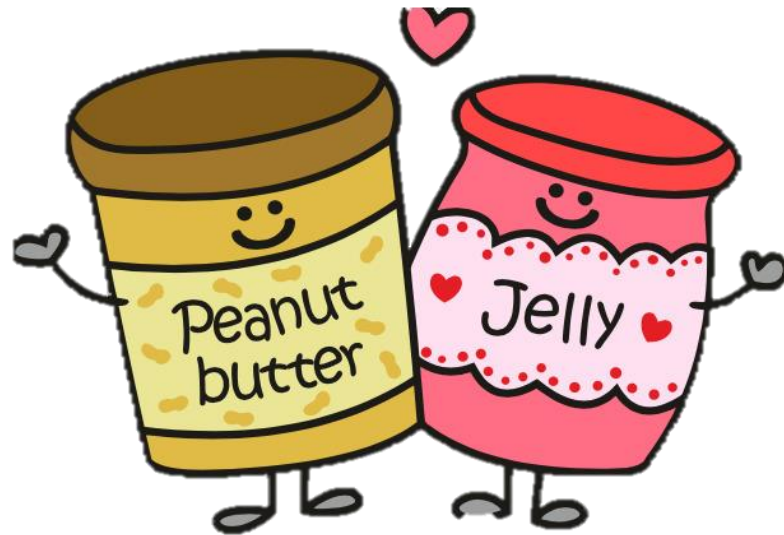
# Accreditation Toolkit

# 2022 EPAS Accreditation Toolkit

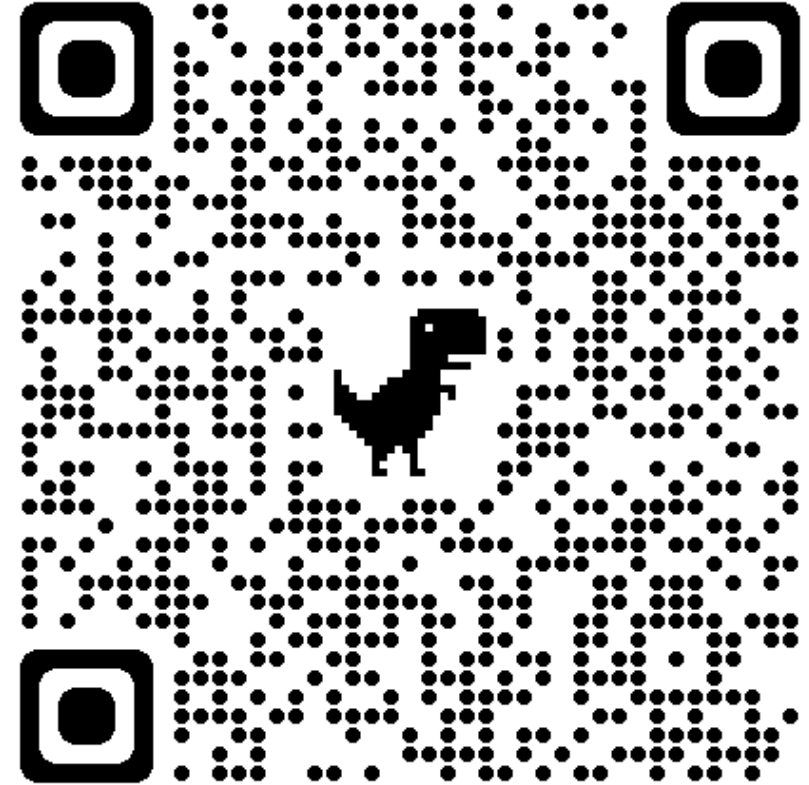
[www.cswe.org/2022EPASoolkit](http://www.cswe.org/2022EPASoolkit)



# Interpretation Guide (IG)



**EPAS + IG = Dynamic Duo**



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

# ADEI & Accreditation: 2022 EPAS

# 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**]



# What ADEI accreditation resources are available?

- [2022 EPAS Interpretation Guide](#)

Total number of ADEI examples by standard:

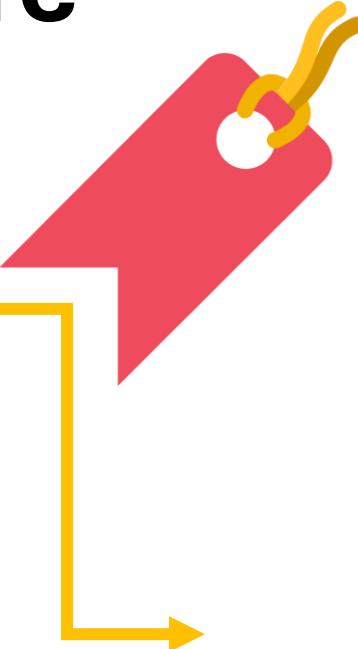
AS 2.0.1 | ADEI in the explicit curriculum = 26

AS 2.0.2 | ADEI in the implicit curriculum = 60

AS 4.1.1 | ADEI in admissions = 32

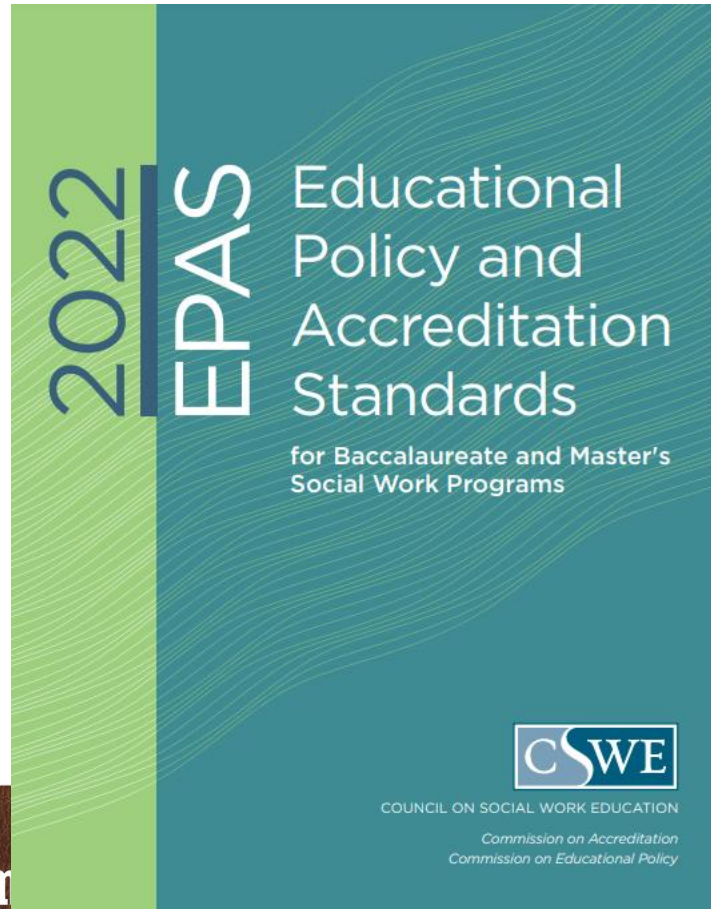
AS 5.0.2(a) | ADEI implicit curriculum assessment = 8

Total number of ADEI examples: 126 examples



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

# Explicit Curriculum: Competency 3



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

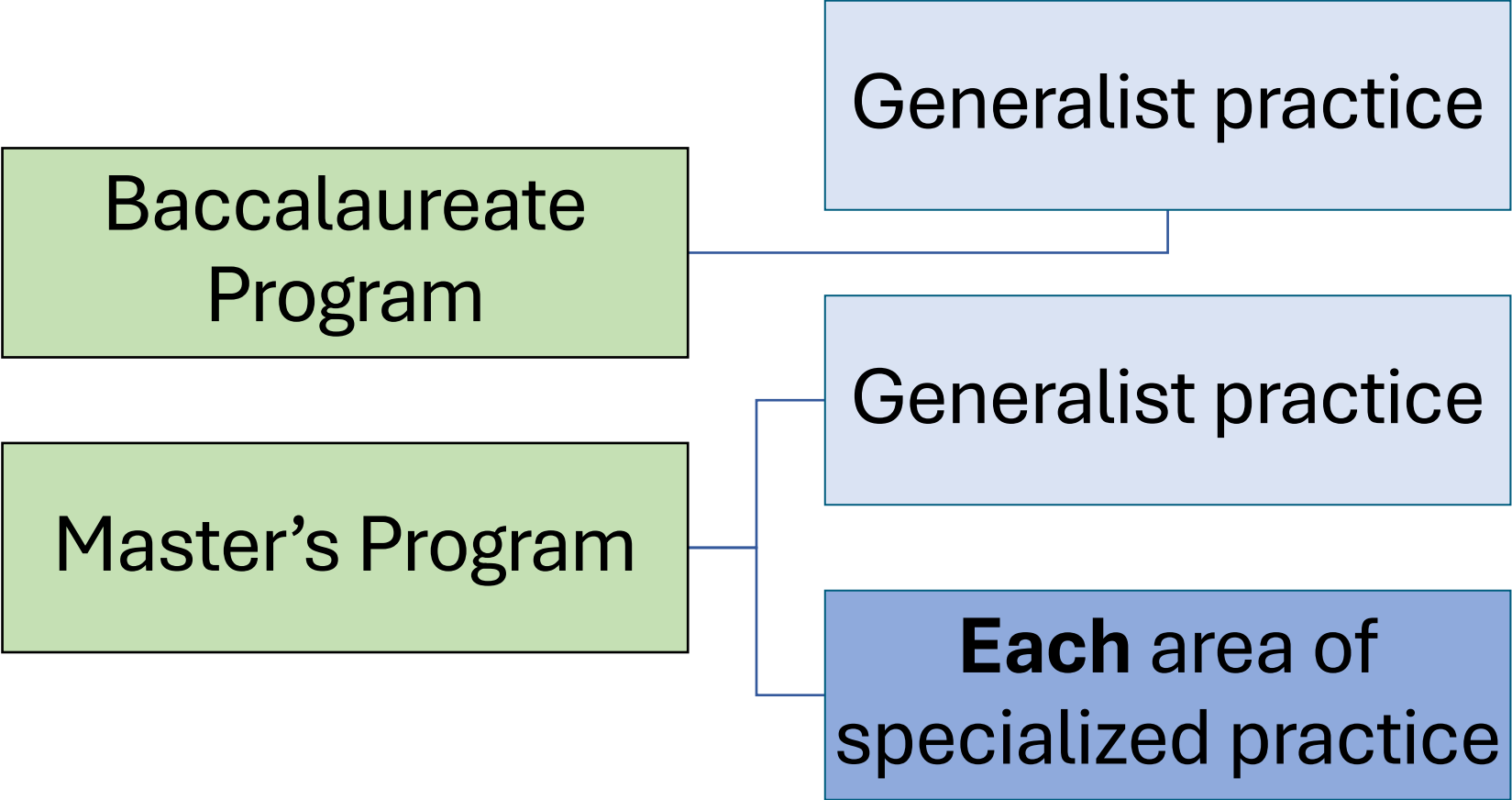
Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege 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: ADEI 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: ADEI Examples

Structured ADEI dialogue / discourse  
(e.g., townhalls, community conversations)

Faculty trainings and professional development opportunities

Extracurricular programs and events

Conferences and speaker series

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

([2022 EPAS, p. 24](#))

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

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

Timing recruitment events

Childcare during events

Lifting application fees

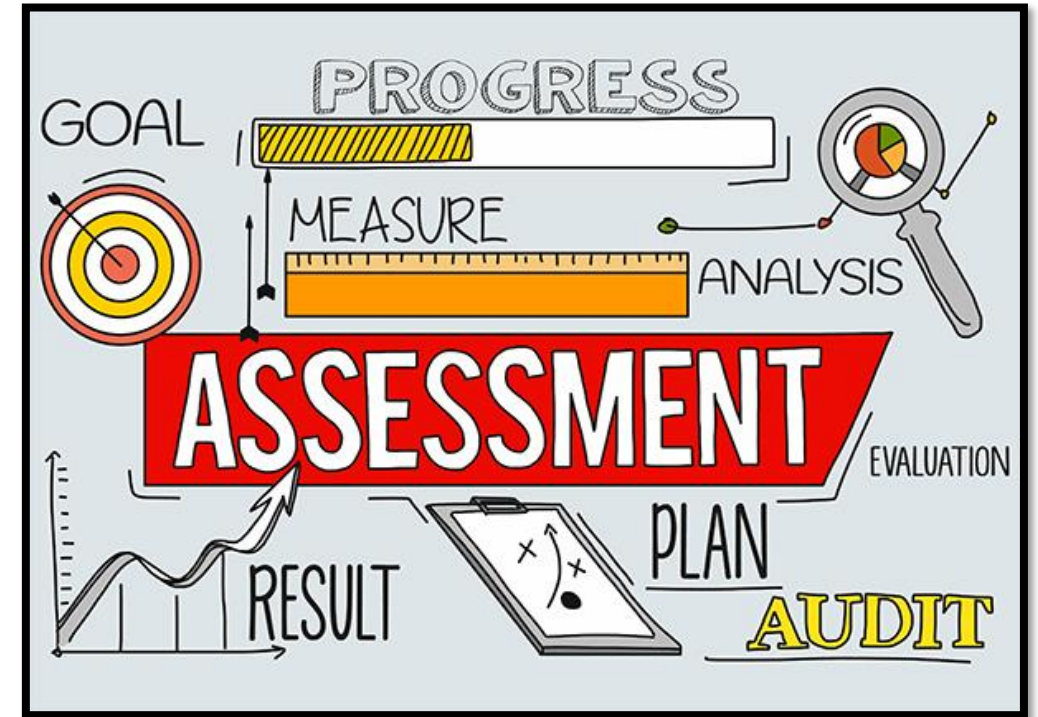
Accessibility of application platform

Employing multiple evaluators per application

# ADEI Assessment: Explicit Curriculum

## Competency-Based Assessment Plan

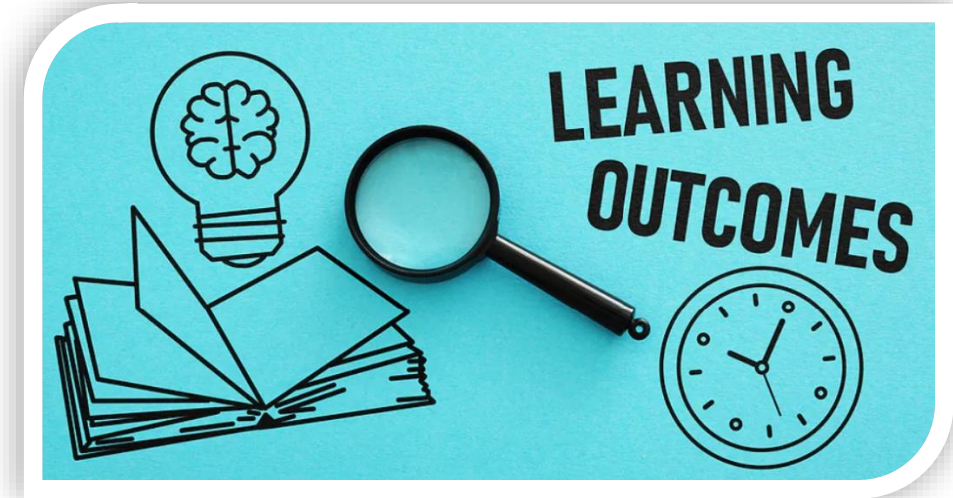
- ADEI competency
- At least two instruments
- One assessment in real or simulated demonstration of achievement in **field education**
- Program sets benchmarks
- Program faculty or field personnel assess student



# 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*)

# Accreditation Services

# 2022 EPAS Reaffirmation Training

[www.cswe.org/accreditationtraining](http://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

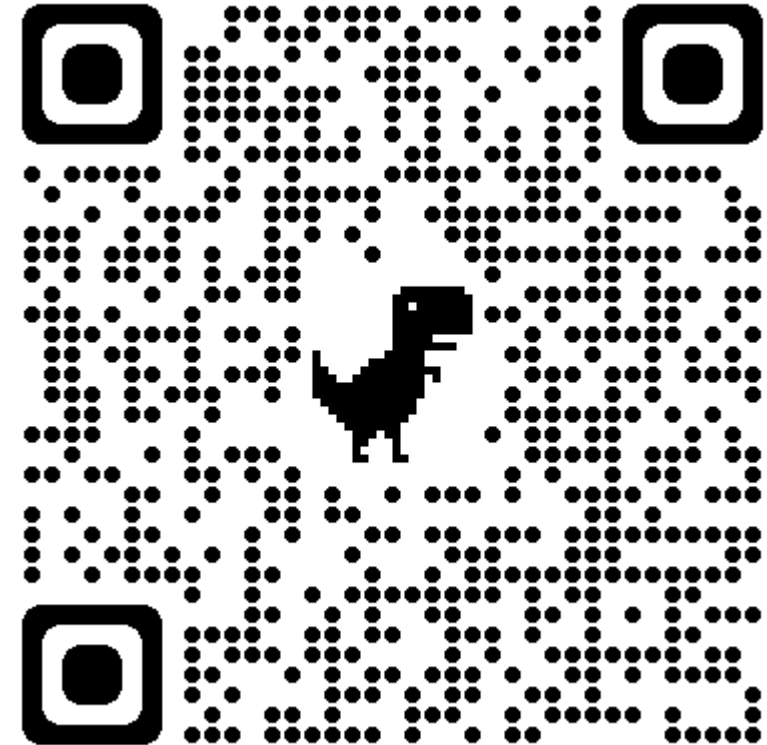
Live drop-in question and answer (Q&A) sessions via Zoom



# Accreditation Services

[www.cswe.org/accreditationservices](http://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

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# CSWE Opportunities

# 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!](#)



- Join a CSWE Commission or Council
- Serve as a [certified site visitor](#) for reaffirmation of accreditation reviews
- Join the [Board of Accreditation](#) (*site visit experience required*)



# 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!**



# Q & A

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

