2015 EPAS Information Session
Department of Social Work Accreditation

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Accreditation Information
Session Overview

Purpose of this Session:
To provide a high-level overview of the reaffirmation process and the 2015 EPAS.

The intent of this session is not to provide reaffirmation training or interpretive discussion of the EPAS.
### Accreditation Information Session Agenda

- Framework for Accreditation
- Reaffirmation Process Overview
  - Accreditation Resources
- 2015 EPAS Overview
- Self-Study Submission & Formatting
- Site Visit Overview
- Upcoming Trainings & CSWE Learning Academy
- CSWE Contact Information
- Q & A
Accreditation is a system for recognizing educational institutions and professional programs affiliated with those institutions as having a level of performance, integrity, and quality that entitles them to the confidence of the educational community and the public they serve.

The purposes of accreditation are:

• quality assurance;
• academic improvement; and
• public accountability
The Commission on Accreditation (COA) of the Council on Social Work Education (CSWE) is recognized by the Council on Higher Education Accreditation (CHEA) to accredit baccalaureate and master’s degree programs in the United States and its territories.

The professional judgements of the COA are based on the Educational Policy and Accreditation Standards (EPAS) developed by the Commission on Educational Policy (COEP) and the COA.
Framework for Accreditation

EPAS Development Process:
- COA and COEP are responsible for revising the EPAS at periodic intervals not to exceed 7 years
- Requirement by CHEA (CSWE’s recognizer)
- 2015 EPAS involved a 5 year process with 3 drafts issued for public review and comment
- Next set of EPAS will be released in 2022
Who is the Commission on Accreditation (COA)?

- Volunteers
- Background in social work education and practice
- Public member
- Active CSWE member with site visitor experience
- Appointed for 3-year terms by the chair of the CSWE Board of Directors
CSWE Commissions & Councils

CSWE is a membership organization featuring a shared governance structure. Learn more about the board, commissions, & councils and get involved!

Comprehensive list of CSWE commissions and councils: cswe.org/About-CSWE/Governance/Commissions-and-Councils
Overview of the Reaffirmation Process/Steps

MONTHS IN ADVANCE

12               11                  10                 8                  6

Program Response

Site Visit Report

Site Visit

Site Visit Preparation

Letter of Instruction*

Submit Self-Study

Eligibility App

Site Visit Planning Form

*Programs should not provide a written response to the LOI nor provide a written response in advance of the site visit
Reaffirmation Timetables

• Commission on Accreditation (COA) Agendas
  • February, June, October/November

• Timetables indicate key deadlines throughout process – utilize this tool early and mark your calendars!

• cswe.org > Accreditation > Process > 2015 EPAS > Reaffirmation
Accreditation Resources: CSWE Website

- [cswe.org](https://cswe.org) > Accreditation > Process
- Directory of Accredited Programs
- COA Decisions
- Reaffirmation and candidacy processes
- Accreditation standards, EPAS handbook, and samples
- Training
- Always check the website for the most current forms and accreditation updates!

*Explore CSWE’s initiatives and resources!*
Accreditation Resources: Accreditation Specialist

- Provides accurate information and resources regarding accreditation
- Conducts trainings
- Provides customized consultations via phone, video, in-person, at APM, etc.
- Reviews draft documents
- Provides guidance in navigating the reaffirmation process
- Assists in understanding the COA’s policies and procedures
- Does not determine compliance/noncompliance
- All communications are facilitated via the program’s primary contact

Should questions arise regarding accreditation, always confirm accuracy with your accreditation specialist!
Accreditation Resources: Communications with DOSWA

- All communications are facilitated via the program’s primary contact
- Accreditation specialists provide customized consultations via phone, video, in-person, at APM, etc.
- Periodic accreditation updates sent to program’s primary contact
- Review your programs listing in the Directory of Accredited Programs annually and send updates as needed
  - Change in program director, field director, primary contact, institution’s president, program website, phone number, etc. per policy 1.2.4 in the EPAS Handbook
Overview of the 2015 EPAS

• EPAS describes four features of an integrated curriculum design:
  • Mission and Goals
  • Explicit Curriculum
  • Implicit Curriculum
  • Assessment

• EPAS Glossary
• COA interpretive discussions/decisions
  • Copy of 2015 EPAS: https://www.cswe.org/Accreditation/Standards-and-Policies/2015-EPAS
Key Developments | 2015 EPAS

- Holistic Competence
- Multi-Dimensional Assessment
  - (4) Dimensions: knowledge, values, skills, cognitive & affective processes
- Assessment of the implicit curriculum
- Language Updates:

<table>
<thead>
<tr>
<th>2008 EPAS</th>
<th>2015 EPAS</th>
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<tbody>
<tr>
<td>Concentration</td>
<td>Area of Specialized Practice</td>
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<tr>
<td>Practice Behavior</td>
<td>Behavior</td>
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<tr>
<td>Foundation</td>
<td>Generalist</td>
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<tr>
<td>Advanced</td>
<td>Specialized</td>
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Competency-based Education

- Implemented in the 2008 EPAS, continues in 2015 EPAS

- Curriculum content and assessment of student learning outcomes are based upon the nine social work competencies and any additional competencies the program chooses to add
Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.
<table>
<thead>
<tr>
<th>Competency 1: Demonstrate Ethical and Professional Behavior</th>
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<tr>
<td>Competency 2: Engage Diversity and Difference in Practice</td>
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<td>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</td>
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<td>Competency 4: Engage In Practice-informed Research and Research-informed Practice</td>
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<td>Competency 5: Engage in Policy Practice</td>
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<tr>
<td>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</td>
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<tr>
<td>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</td>
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<tr>
<td>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</td>
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<tr>
<td>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</td>
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Generalist & Specialized Practice

- Generalist Practice | baccalaureate & master’s programs
  - Implements the nine competencies as written in the 2015 EPAS
  - Programs may add additional competencies
- Specialized Practice | master’s programs only
  - “Extends and enhances” the nine social work competencies for each area of specialized practice
  - Programs may add additional competencies
Multi-Dimensional Assessment

- Minimum requirement: at least two measures assess each competency
  - One assessment measure is based on demonstration of the competency in real or simulated practice settings (includes behaviors)
  - Programs identify a minimum of (2) dimensions per competency
- At the baccalaureate level, programs must have a minimum of two measures for each competency at the generalist level.
- At the master’s level, programs must have a minimum of two measures for each competency at the generalist and specialized levels.
Self-study Due Dates

• Self-studies must be postmarked by the due date. An electronic copy of the Accreditation Review Brief in Word format must be emailed to the accreditation specialist by close of business on the due date:

  Feb agenda date > April 1st

  June agenda date > August 1st

  October/Nov. agenda date > December 1st
Self-study Formatting

- Submit separate baccalaureate and master’s self-studies
  - Volume 1: Response to Accreditation Standards
  - Volume 2: Syllabi (from required courses identified on curriculum matrices)
  - Volume 3: Student Handbook, Field Manual, & Appendices
- Incorporate forms, templates, and matrices into Volume 1, rather than Volume 3 (NOT as appendices)
- Describe all program options in response to each standard or provide explicit statement that the response applies to all program options
  - Program options are campuses and delivery methods - not part-time, advanced standing, etc.
Self-study Formatting

- Make it very easy for COA readers to locate information
  - Clear pagination for each volume
  - Reference page number(s) of relevant information in other volumes
  - Include supporting documents and matrices directly in response to the standard (NOT as appendices)

- Due to accreditation specialist: (2) physical copies and (1) electronic copy on USB

- Use self-study checklist on CSWE website!
<table>
<thead>
<tr>
<th>Item</th>
<th>Physical Copies</th>
<th>Electronic Copy (USB Drive)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Accreditation Review Brief</strong></td>
<td>Stapled separately from the self-study</td>
<td>Included as a Word document separate from the self-study</td>
</tr>
<tr>
<td><strong>Format of Volumes &amp; Brief</strong></td>
<td>Spiral or library bound, single-spaced, 2-sided copies</td>
<td>Each volume and brief submitted as Word documents (scanned documents will NOT be accepted)</td>
</tr>
<tr>
<td></td>
<td>Pagination and tabs</td>
<td>Submit one single word document for each volume and brief; a self-study with many attachments and folders may be rejected</td>
</tr>
<tr>
<td><strong>Number of Copies</strong></td>
<td>(2) physical copies submitted to your accreditation specialist</td>
<td>(1) electronic copy submitted to your accreditation specialist via USB drive</td>
</tr>
<tr>
<td></td>
<td>Print additional copies (for site visitor(s), faculty, archives, president’s office, etc.) at the same time</td>
<td>(1) copy sent by the program to the site visitor(s) 30 days prior to the site visit and identical to the version submitted to the accreditation specialist</td>
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</table>
Contact your accreditation specialist to discuss options for agenda adjustments or postponements if you require additional time.

Due dates are firm, however, you have the option of requesting a temporary adjustment or postponement to have your program reviewed on a later COA agenda should the program meet criteria.

Policy 1.2.2 and policy 1.2.3 states process and criteria for requesting additional time.
Purpose of the Site Visit

• The site visitor’s primary task is to collect information that clarifies and verifies the self-study for the COA via discussing the general and specific standards identified in the Letter of Instruction (LOI).

• Director of Accreditation and Site Visit Coordinator select a site visitor after the program’s Reaffirmation Eligibility Application is approved and Site Visit Planning form is received.

• Visit occurs during a specified timeframe according to the program’s agenda date.

• A separate site visitor will be assigned to each program level – baccalaureate and master’s.
Role of the Site Visitor

• Site visitors are an integral part of the reaffirmation process, ensuring quality in social work education.

• Site visitors:
  • operate under the authority of the COA;
  • visit social work programs and act as information gatherers based on directions from the LOI;
  • do not determine compliance with accreditation standards, nor offer advice on program development
Site Visit Schedule

- Meeting with Institutional Administrators (e.g., president, provost, etc.)
- Meetings with the Social Work Program:
  - Director, Faculty Members,
  - Field Director, Field Instructors,
  - Students, Librarian(s), and;
  - Other individuals whose presence is relevant to the standards raised in the LOI
- Exit Interview
Upcoming Trainings & CSWE Learning Academy

- 2015 EPAS Reaffirmation Training
  - Online modules
  - Face-to-face session
  - New dates posted through mid-2019
  - Programs register for online modules
  - Online registration grants access for four to attend in-person session

- Visit learningacademy.cswe.org to learn more and register
<table>
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<tr>
<th>Topic</th>
<th>Contact Information</th>
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<tbody>
<tr>
<td>Accreditation-related fees</td>
<td><a href="mailto:feesaccred@cswe.org">feesaccred@cswe.org</a></td>
</tr>
<tr>
<td>Membership-related inquiries/Fees</td>
<td><a href="mailto:membership@cswe.org">membership@cswe.org</a></td>
</tr>
<tr>
<td>Reaffirmation/Candidacy workshops</td>
<td><a href="mailto:accredworkshop@cswe.org">accredworkshop@cswe.org</a></td>
</tr>
<tr>
<td>Site visitor procedures/Training</td>
<td>Sheila Bell <a href="mailto:sbell@cswe.org">sbell@cswe.org</a></td>
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<td></td>
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<tr>
<td>File a complaint/Request a waiver</td>
<td>Stacey Borasky <a href="mailto:sborasky@cswe.org">sborasky@cswe.org</a></td>
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</tbody>
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Any other accreditation-related questions; contact your program’s accreditation specialist!

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Katie Gibson-Ledl kgibson@cswe.org

Marilyn Gentner mgentner@cswe.org
Amanda Morgan-Henry amorgan-henry@cswe.org
Katie Benson kbenson@cswe.org
Thank you for attending the 2015 EPAS Information Session at APM!

Questions?