



COUNCIL ON SOCIAL WORK EDUCATION

## 2022 Educational Policies and Accreditation Standards (EPAS) Frequently Asked Questions

*Baccalaureate and Master's Social Work Program Accreditation*

The program's [primary contact](#) may direct questions to the program's [accreditation specialist](#). All general or public inquiries may be directed to [accreditation@cswe.org](mailto:accreditation@cswe.org).

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### Transitioning to 2022 EPAS

#### Pre-Candidacy & Candidacy Programs

1. **If our program currently has Pre-Candidacy or Candidacy status, when do we transition to the 2022 EPAS?**

Programs complete all stages of the candidacy process under the same set of standards. Any program currently in the candidacy process under the 2015 EPAS will continue under the 2015 EPAS through initial accreditation. Programs can transition to the 2022 EPAS as soon as initial accreditation is achieved. All accredited programs are expected to operate under the 2022 EPAS by July 1, 2025, except programs granted initial accreditation after July 1, 2024, which will have 1 year from their initial accreditation date to transition to the 2022 EPAS.

2. **My institution is starting a baccalaureate or master's program, which set of standards will be used?**

- Programs submitting *Draft Benchmark 1* documents on or before December 31, 2022, will begin the process and remain under the 2015 EPAS.
- Beginning January 1, 2023, all *Draft Benchmark 1* documents will be submitted under the 2022 EPAS.
- If a program has submitted its *Candidacy Eligibility Application* but has not submitted its *Draft Benchmark 1* by January 1, 2023, the program will utilize the 2022 EPAS.

## Accredited Programs (Reaffirmation)

### 3. **When does our accredited program need to transition to the 2022 EPAS?**

All accredited programs are expected to transition to, and operate under, the 2022 EPAS by July 1, 2025, unless otherwise noted on the *Implementation Timeline* on the 2022 EPAS [webpage](#).

### 4. **Will our program be reviewed under the 2015 EPAS or 2022 EPAS?**

- Programs submitting self-studies before August 1, 2024, will have the option to use either the 2015 EPAS or 2022 EPAS.
- Programs submitting self-studies on or after August 1, 2024 (June 2025 agenda for reaffirmation) will use the 2022 EPAS.
- See the *Implementation Timeline* on the 2022 EPAS [webpage](#).
- Find the program's next review date in CSWE's [Directory of Accredited Programs](#).

### 5. **Can we submit our self-study using the 2022 EPAS early?**

Programs may elect to submit accreditation materials using the 2022 EPAS beginning in January 2023. Please note that required materials (e.g., forms, templates) will be available late 2022 and 2022 EPAS training will be available in spring 2023.

### 6. **Can we delay our reaffirmation date to have more time to transition to the 2022 EPAS?**

Yes, implementing a new set of standards is a qualifying reason for temporarily delaying reaffirmation unless the 2022 EPAS has been published for three (3) or more years.

A program may apply for the following to allow more time to implement the 2022 EPAS:

- 1-meeting agenda adjustment (4 months); and/or
- 2-meeting postponement (8 months); or
- 1 year postponement.

Review policies *1.2.2. Postponement of Reaffirmation Review* and *1.2.3. Agenda Adjustments* in the [EPAS Handbook](#) for full policies and procedures.

### 7. **Can our program choose to adopt 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 upon transition / adoption.

### 8. **My program is still operating under the 2008 EPAS, should I move to the 2015 EPAS or 2022 EPAS at this point?**

All accredited programs are expected to transition to, and operate under, the 2022 EPAS by July 1, 2025 unless otherwise noted on the *Implementation Timeline* on the 2022 EPAS [webpage](#). Your program's [primary contact](#) may contact your program's [accreditation specialist](#) to discuss your program's specific timeline.

## 2022 EPAS Resources & Training (interpretation guide, templates, forms, etc.)

9. **When can we expect the 2022 EPAS Interpretation Guide to be available to programs to begin transitioning to the 2022 EPAS?**

A toolkit of resources, including the 2022 EPAS *Interpretation Guide* is planned to be published on the CSWE website in late 2022.

10. **When will forms like the curriculum matrix or assessment reporting forms for the 2022 EPAS be available?**

A toolkit of resources, including required templates for candidacy Benchmark 1, candidacy Benchmark 2, and Initial Accreditation / Reaffirmation Self-study, is planned to be published on the CSWE website in late 2022. These templates will also include curriculum matrices, assessment reporting forms, and more.

11. **What training will be provided to programs and when?**

Pre-candidacy and reaffirmation training for the 2022 EPAS will be made available to programs beginning spring 2023. [Webinars](#), [APM](#) presentations, [consultative services](#), and more will be shared directly with programs and published on our training [webpage](#) as events are scheduled. Questions regarding trainings may be directed to [accredworkshop@cswe.org](mailto:accredworkshop@cswe.org).

12. **When will 2022 EPAS training be offered to site visitors?**

Site visitors training under the 2022 EPAS will be offered beginning spring 2023. If you are interested in becoming a site visitor and learning more about training once it is available, please contact Alyson Durant, Accreditation Volunteer Coordinator, at [adurant@cswe.org](mailto:adurant@cswe.org).

## 2022 EPAS Content

13. **Does CSWE have any guidance on conveying the importance of anti-racism, diversity, equity, and inclusion (A DEI) in social work education with our institution?**

CSWE continues to affirm its commitment to A DEI. Alongside the 2022 EPAS, CSWE has published a document sharing resources and information [regarding A DEI here](#).

14. **What are the major changes between the [2015 EPAS](#) and [2022 EPAS](#)?**

- a. **Anti-Racism, Diversity, Equity and Inclusion Efforts (A DEI)**  
(*Accreditation Standard 2.0.1 and 2.0.2*)
  - i. Programs must describe how they engage in specific and continuous efforts within both the explicit and implicit curricula related to A DEI, based on Educational Policy 2.0 – A DEI.
- b. **Employment-Based Field**  
(*Accreditation Standard 3.3.7*)
  - i. Programs may choose whether to permit employment-based field placements. If permitted:

- Student assignments and employee tasks may qualify as field hours when directly linked to the nine social work competencies (and any additional competencies added by the program) and level of practice (generalist or specialized); and
  - Field education supervision may be provided 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*.
- c. **Advanced Standing Requirement**  
(*Accreditation Standard M4.1.3*)
- i. All master's programs must offer advanced standing to graduates holding degrees from baccalaureate social work programs accredited by CSWE's Commission on Accreditation.
  - ii. Programs must have a policy to ensure that students admitted to advanced standing programs do not repeat generalist content at the master's level that has been achieved at the baccalaureate level.
- d. **Minimum Faculty-Master's**  
(*Accreditation Standard M4.2.1*)
- i. The minimum faculty for master's programs is now **four** full-time faculty with a full-time appointment in social work, whose principal assignment is to the master's program.
- e. **Full-time equivalent Faculty-to-Student Ratio**  
(*Accreditation Standard B/M4.2.3*)
- i. The full-time equivalent faculty-to-student ratio remains at 1:25 for baccalaureate programs and 1:12 for master's programs. Programs may make their case for a higher ratio by providing evidence to demonstrate achievement of student competence (*Accreditation Standard 5.0.1*) and program outcomes (*Accreditation Standard 5.0.3*).
- f. **Assigned time for Program Director – Baccalaureate and Master's**  
(*Accreditation Standards B4.3.4(c) and M4.3.4(c)*)
- i. Assigned time to provide administrative oversight of the baccalaureate program is customarily, at minimum, 25%.
  - ii. Assigned time to provide administrative oversight of the master's program is customarily, at minimum, 50%.
  - iii. Programs must demonstrate sufficiency of assigned time for administrative oversight.
- g. **Assigned time for Field Director – Baccalaureate and Master's**  
(*Accreditation Standards B4.3.5(c) and M4.3.5(c)*)
- i. Assigned time to provide administrative oversight of the baccalaureate field education program is customarily, at minimum, 25%.
  - ii. Assigned time to provide administrative oversight of the master's field education program is customarily, at minimum, 50%.
  - iii. Programs must demonstrate sufficiency of assigned time for administrative oversight.

- h. **Anti-racism, Diversity, Equity, and Inclusion (A DEI) Assessment**  
(*Accreditation Standard 5.0.2 (a) and 5.0.2(b)*)
  - i. Similar to implicit curriculum assessment in the 2015 EPAS, programs are now required to have a systematic plan to assess A DEI efforts within the program's **implicit curriculum** as reported in *Accreditation Standard 2.0.2*, and must have a process to formally review its A DEI assessment plan and outcomes.
- i. **Program Outcomes**  
(*Accreditation Standard 5.0.3*)
  - i. New to the 2022 EPAS is the requirement for the program to monitor its program outcomes through graduation rates and at least one additional outcome selected from the following: employment rates, higher education acceptance rates, licensing exam pass rates, and time to program completion.
  - ii. **Question: I'm unfamiliar with some of these program outcomes, what do they mean?**
    - 1. Please visit the [2022 EPAS glossary](#) for definitions of graduation rates, employment rates, higher education acceptance rates, licensing exam pass rates, and time to program completion.
  - iii. **Question: Do our program's outcomes affect our accreditation status?**
    - 1. No, the EPAS does not prescribe specific benchmarks for program outcomes.
    - 2. Programs are expected to collect the data, set their own benchmarks based on the program's context, and use data for continuous program improvement.
  - iv. **Question: Licensing exam rates do not accurately reflect our program, what other program outcomes can we assess?**
    - 1. The program is encouraged to choose the program outcomes that best reflect the context of their program. The program may choose from employment rates, higher education acceptance rates, licensing exam pass rates, or time to program completion.
  - v. **Question: We collect employment and higher education acceptance rates via an alumni survey, but we have a very low response rate. Will this impact our accreditation?**
    - 1. No, the EPAS does not prescribe specific response rates for collecting program outcomes.
    - 2. Program are expected to select the program outcome that best aligns with their context, discussing how data are collected and used in continuous program improvement. Programs may choose to discuss response rates, or other areas that may impact the data, in their response to *Accreditation Standard 5.0.3*.

**15. What is the EPAS, how often does it get revised, and what's that process?**

CSWE's Educational Policy and Accreditation Standards (EPAS) are revised at periodic intervals of seven (7) years. To learn more about the EPAS revision process and the roles of the joint effort between CSWE's Commission on Accreditation and Commission on Educational Policy in developing the 2022 EPAS, please review the information published page 6 of the 2022 EPAS and visit the 2022 EPAS [webpage](#).

**16. How do we provide feedback on the EPAS?**

After multiple [rounds of feedback](#), the 2022 EPAS has been released and is no longer open for comment. When the next set of standards are in the development process, constituents will be invited to provide feedback via surveys on the CSWE website, and additional feedback opportunities will be offered to members, such as at CSWE's Annual Program Meeting.

Volunteers are integral to CSWE's [shared governance model](#), and we invite you to shape the future of social work education by contributing to the accreditation process through [volunteering as a site visitor](#). After service as a site visitor, you may apply to serve on the Commission on Accreditation.