ADEI & the 2022 EPAS

BPD Annual Conference | March 2025

Las Vegas, NV

EDUCATE   ADVOCATE   COLLABORATE

Meet Your Facilitators

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Housekeeping

- This slide deck will be available for download at: cswe.org/accredtraining

- QR codes in 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.

Collective Deep Breath
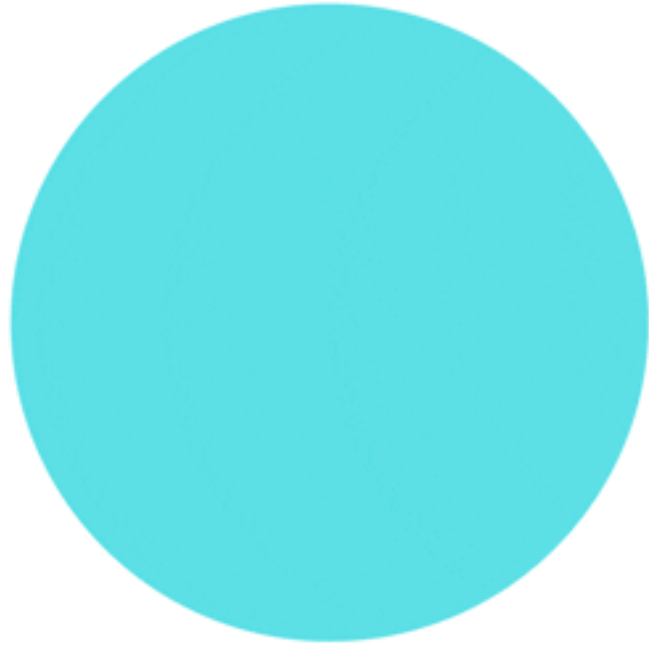
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Purpose & Goals

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Purpose & Goals

- Understand CSWE's ongoing response
  - Current ADEI work across political and legal landscapes
- Learn how to access and utilize accreditation resources that may help programs comply with the ADEI-related standards
- Ground in 2022 EPAS ADEI-related Accreditation Standards
- Consider newest examples integrated into 2022 EPAS Interpretation Guide

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Legal Consultation

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Legal Consultation

- CSWE is not a legislative interpreter nor legal entity
- CSWE cannot comment on the legality of the Department of Education's Dear Colleague Letter, Dear Colleague Letter FAQs, or Executive Orders
- Since each state's legislation varies widely, programs and institutions must consult with their legal team regarding any concerns about complying with the EPAS

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Legislation Tracking Resources

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Legislation Tracking Resources

- The Chronicle of Higher Education has the following resources to track legislation and DEI-related changes:
  - DEI Legislation Tracker
  - Tracking Higher Ed's Dismantling of DEI
  - The Assault on DEI

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Why ADEI?

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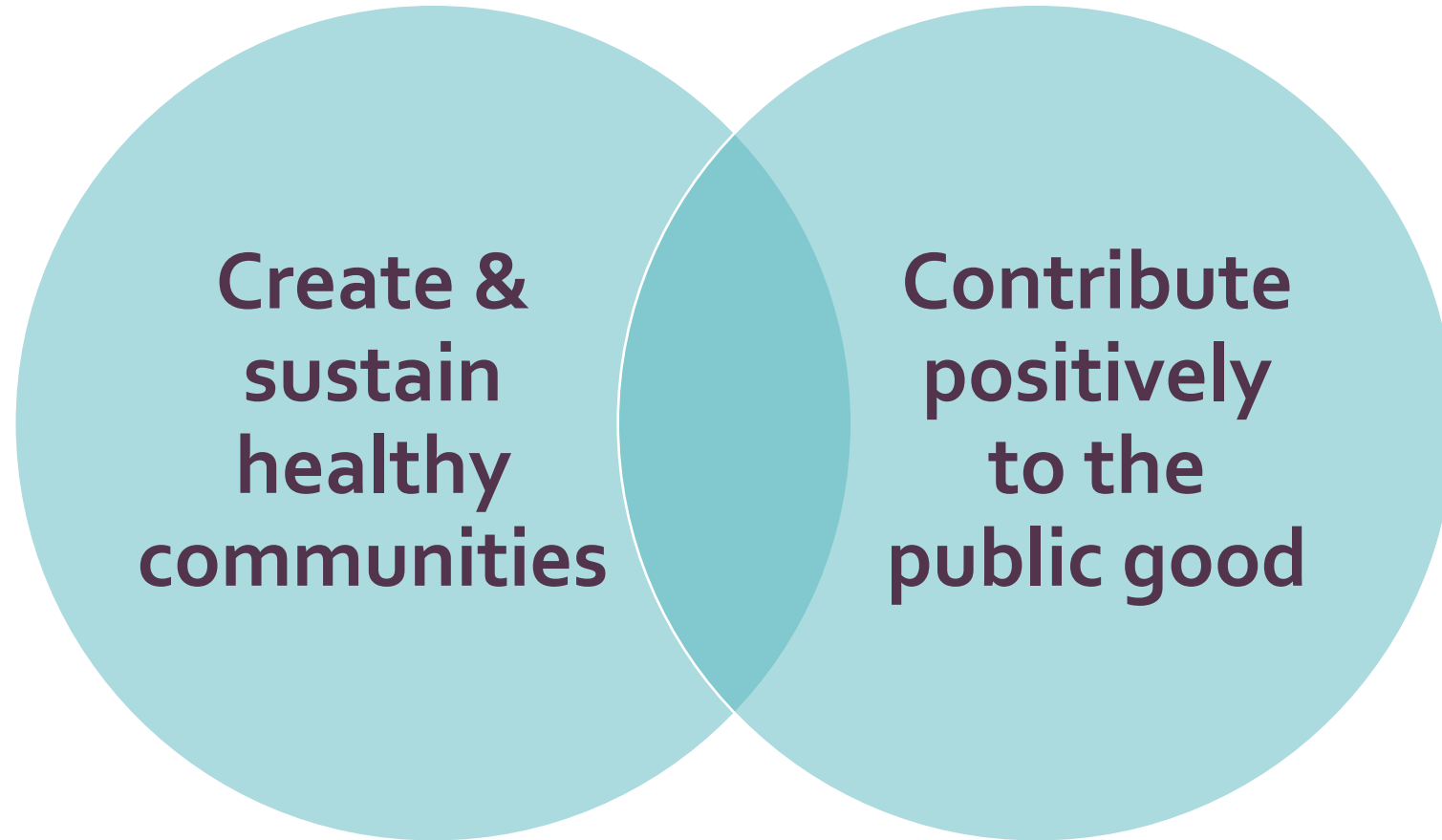
Purpose of Accreditation

The purposes of accreditation are:

Quality assurance

Academic improvement

Professional preparation

Public accountability

Core of CSWE Accreditation

Create & sustain healthy communities

Contribute positively to the public good

CSWE

Why ADEI?

- ADEI are our profession's [legacy](#), [promise](#), & responsibility

- Aim of program to prepare for practice:
  - Often includes licensure and related exam content

- Cultural humility, historical and current context, and direct impact on communities and individuals

- Evidence of positive outcomes of a diverse workforce

- CHEA requirements for accreditors to operate with a commitment to DEI

Program Context & Flexibility of Accreditation Standards

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Program Context

Through regularly scheduled accreditation reviews and continuous compliance, social work **programs tell their stories***.*

- EPAS crafted to ensure flexibility and malleability to match each program's unique context

- Education is not one-size-fits-all

- Mission-driven competency-based education

- Encourage creativity, innovation, experimentation, and piloting

Flexibility

- 2022 EPAS companion [Interpretive Guide](#) includes 155+ DEI examples

- List is not exhaustive nor prescriptive

- More examples are added annually

- Network and brainstorm ideas with peers and accreditation staff

- *For reference:* ADEI EPAS requirements are listed at the end of this slide deck

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Entities & Accountability within the Higher Education Environment

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Entities & Accountability within the Higher Education Environment

1. **Federal**
   - Executive orders
   - SCOTUS decision (race-based/conscious admission)
   - US Department of Education changes

2. **State**
   - Legislative threats to academic freedom
   - Anti-DEI legislation

3. **Institutional Directives & Legal Counsel**

4. **Other Regulatory Bodies**
   - State-based higher education authorities (boards)
   - Institutional accreditors
   - Programmatic accreditors
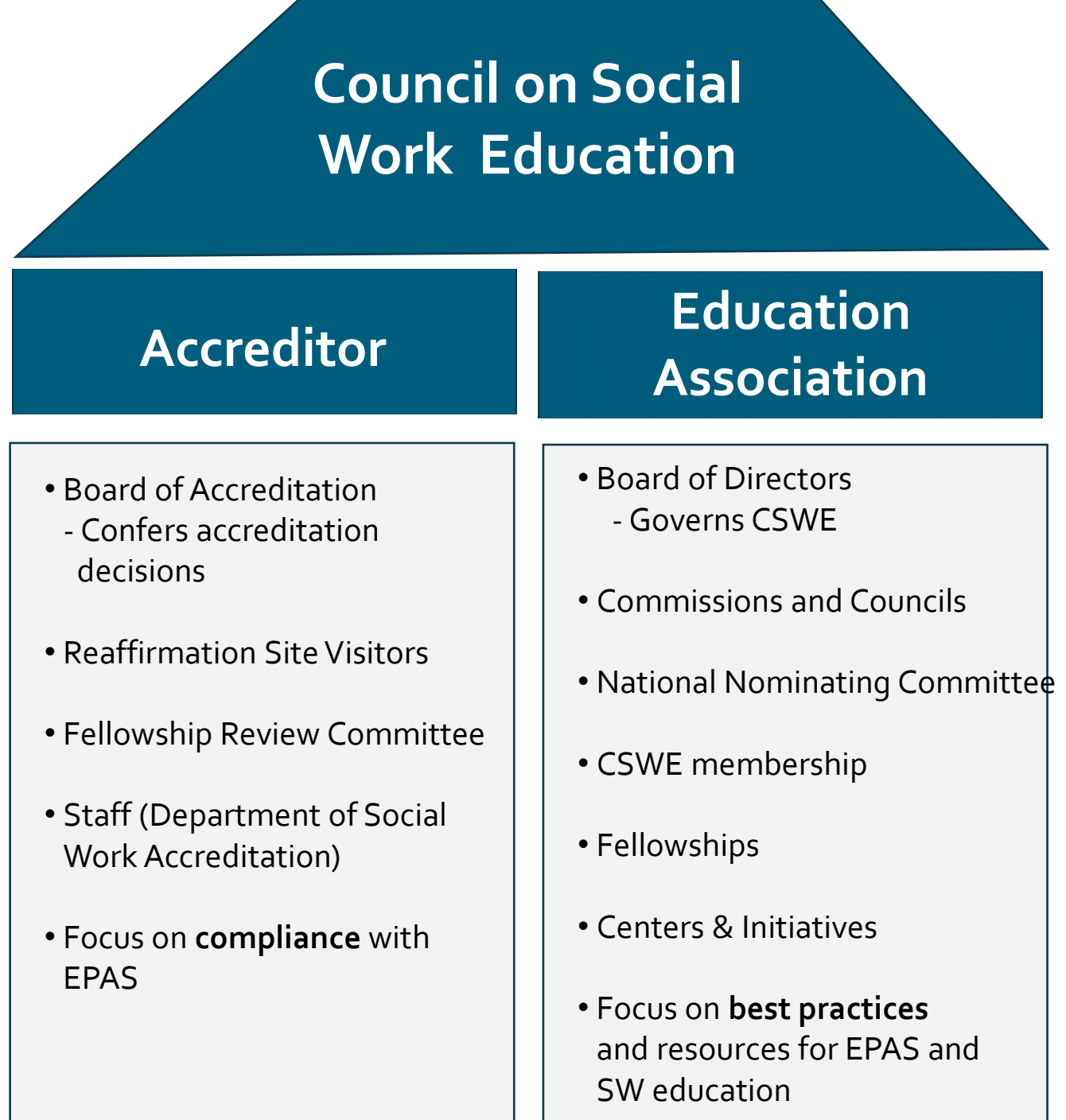   - Social work licensing board

ADEI & Political and Legislative Landscapes

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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

CSWE's Two Pillars Support ADEI: Accreditation & Education/Membership

Policy & Advocacy

- Government relations and advocacy at the federal level
- CSWE listening sessions
- Public statements

Programming

- Annual conference content
  o Institutes
  o **Best practices** and **innovative strategies**

Accreditation Resources

- Interpretation Guide, Templates, & Sample Forms available online
- Interpretation Guide = one-stop-shop for examples, guidance, interpretations, and **compliance** requirements

Accreditation Trainings

- Available at no cost; unlimited access for all social work educators
- Focus on developing documents, hosting visits, and evidencing **compliance**
- Periodic topical webinars.

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..

CSWE | ADEI Statements

➢ CSWE Releases Statement on Federal Executive Orders, *February 2025*

➢ Resilient and United: Navigating Social Work Education Through Unpredictable Times, *February 2025*

➢ CSWE Calls on Higher Education to Recommit to Racial Equity and Justice, *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*

➢ 2022 EPAS and Licensing Exam Pass Rates, *September 2022*

➢ 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*

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CSWE|ACE Joint Letter

On February 27, 2025, CSWE joined the American Council on Education and more than 60 higher education associations calling on the Department of Education to rescind its recent Dear Colleague Letter regarding diversity, equity, and inclusion policies on college campuses.

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

CHEA Statement

The CSWE-BOA's recognizing body, the Council for Higher Education Accreditation (CHEA), shared the following statement:

- [Higher Education and the Importance of Diversity, Equity, and Inclusion](), *February 2025*

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Where can we discuss best and innovative ADEI practices?

- Great question for educational association/best-practices!

- Resource: CSWE Spark online community forum

- Conferences like BPD, NADD, CSWE, SSWR, etc.

New! ADEI Webpage Available

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ADEI Webpage

CSWE has launched an ADEI webpage with centralized information!

- [Membership login](#) credentials will be required to access the webpage

- Only accessible to program primary contacts

  - If you are a primary contact, simply Join CSWE/Link to a Program

- Webpage available to accredited, candidate, applicant, and practice doctorate programs

Membership Login Page
https://membership.cswe.org/ADEI-Resources
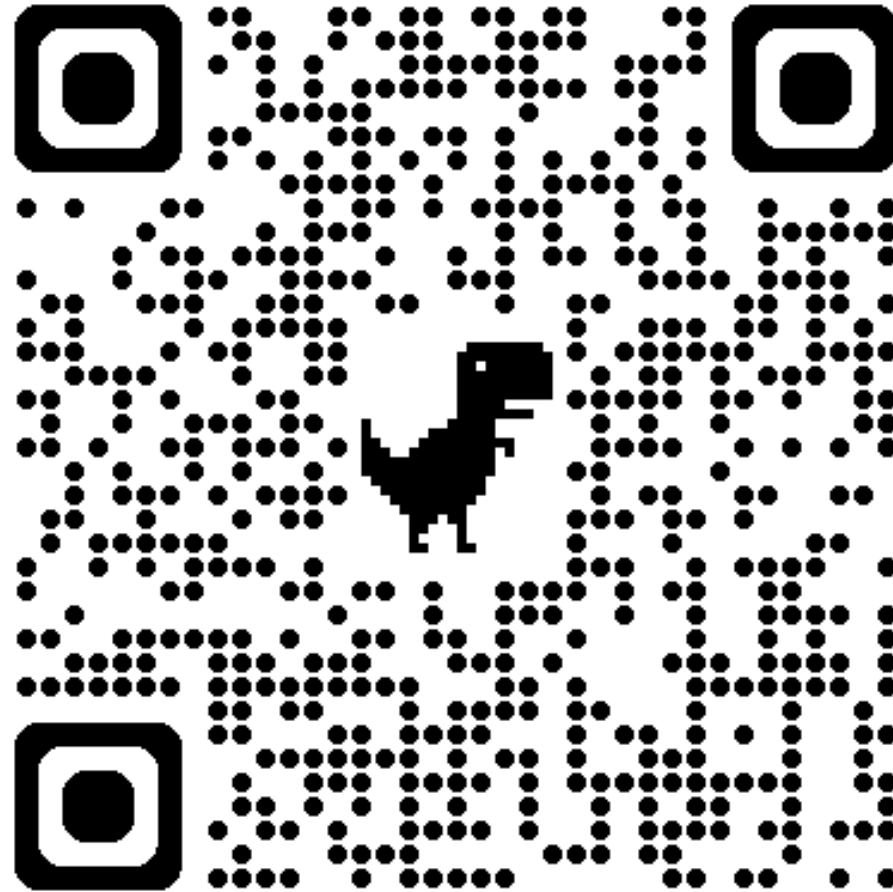
Members-only View

Webpage Content

1. Commitment to Partnership & Support
2. Directives & Legal Consultation
3. Legislation Tracking Resources
4. CSWE Statements
5. CHEA Statement
6. Social Work Profession's Purpose
7. Why DEI in Accreditation Standards?
8. Program Context & Flexibility of Standards
9. 2022 EPAS ADEI Resources
10. Waivers to Accreditation Standards
11. Waivers/Exemptions within Institutions
12. Requesting an Accreditation Review Extension

Webpage Content

13. Accreditation Visits & DEI Content
14. DEI Language Restrictions
15. Teaching & Assessing DEI
16. Publicly Posting Competency Data
17. Funding for DEI Initiatives & Activities
18. Extra/Co-curricular Mandatory DEI Trainings
19. DEI Offices & Staff
20. Diversity Statements
21. Identity-based Admissions
22. Programs/Options on Military Bases or Other Federal Locations
23. Federally-funded Field Placement Sites
24. Complaints

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Small Group Solidarity

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Small Group Prompts

1. What challenges is your program experiencing internally and externally?

2. What creative strategies is your program engaging in to raise up the next generation of social workers?

Large Group Share-out

Let's chat.

Questions, comments, concern?

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ADEI in the 2022 EPAS

ADEI in the 2022 EPAS

Anti-racism
Diversity
Equity
Inclusion

- **AS 2.0.1:** ADEI efforts within the explicit curricula

- **AS 2.0.2:** ADEI efforts within the implicit curricula

- **AS 4.1.1:** ADEI in admissions processes

- **AS 3.1.2 & M3.2.4:** Teaching the ADEI competency in the explicit curriculum

- **AS 5.0.1(a-d):** Assessment of the ADEI competency within explicit curricula

- **AS 5.0.2(a-b):** Assessment of ADEI within implicit curricula

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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 = 36
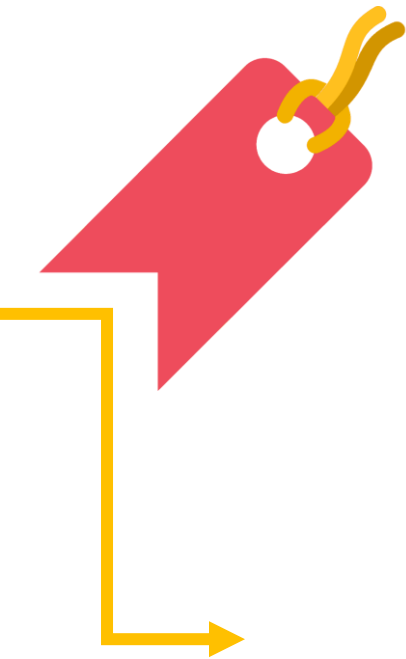
    AS 2.0.2 | ADEI in the implicit curriculum = 71

    AS 4.1.1 | ADEI in admissions = 36

    AS 5.0.2(a) | ADEI implicit curriculum assessment = 12

Total number of ADEI examples: 155 examples

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

- [ADEI Info One-pager](#)

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2022 EPAS IG Example

Accreditation Standard 2.0.2: The program engages in specific and continuous efforts within the implicit curriculum related to anti-racism, diversity, equity, & inclusion.
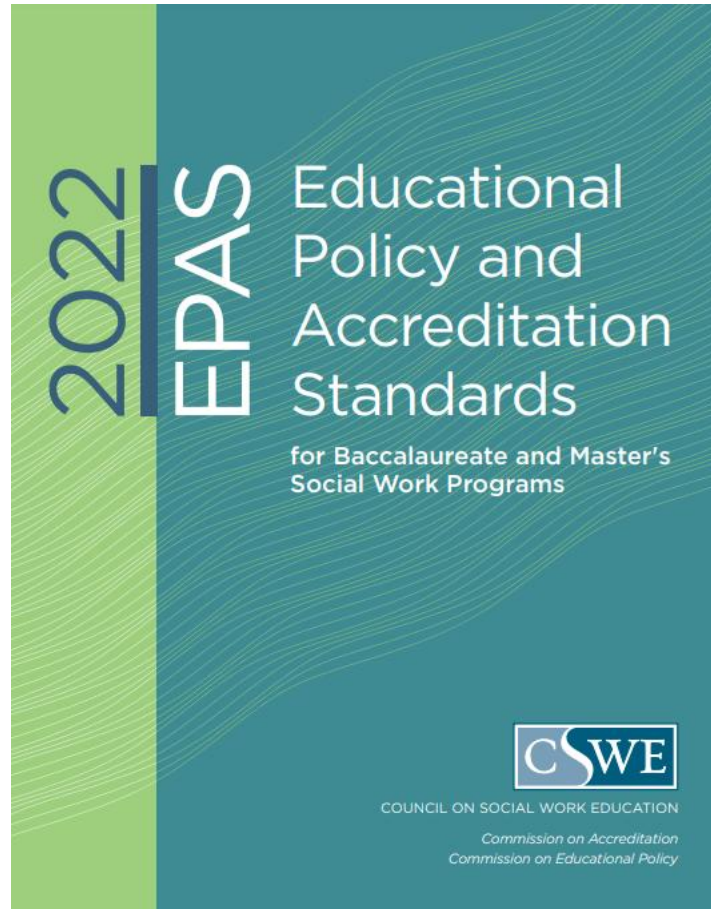
COMPLIANCE STATEMENT	BOA INTERPRETATIONS, <mark>COMPLIANCE RUBRIC</mark>, & WRITING CHECKLIST	DEFINITIONS & TIPS

a. The program provides examples of its specific and continuous efforts within the implicit curriculum related to ADEI, as described in ***Educational Policy 2.0***.	❏ The program identifies its specific and **continuous** efforts within the implicit curriculum that address each of the following areas:
	  ❏ Anti-racism
	  ❏ Diversity
	  ❏ Equity
	  ❏ Inclusion
	❏ <mark>Clearly and explicitly address <u>each</u> ADEI area.</mark>
	• The program selects the number of efforts.
	  ○ Multiple ADEI areas may be connected to a single effort because the ADEI areas are holistic and integrated.
	• Specific and continuous (ongoing) efforts are required: **one-time events alone are <u>not</u> accepted.**
	• Efforts must be specific to program-level (baccalaureate or master's) rather than the school/department-level or institutional-level.
	• If collaborations with the institution and/or other departments are discussed, then identify the social work program's active role in those efforts.
	• While this response may be supported by demographic data and statistical diversity of faculty, administrators, staff, and students, the narrative must expand beyond this.
	
	❏ Explicitly address each program option.
		• **Definition:**
		  ○ Anti-oppression
		  ○ Anti-racism
		  ○ Diversity
		  ○ Equity
		  ○ Implicit Curriculum
		  ○ Inclusion
		  ○ Intersectionality
		• *Focus of this standard:* What intentional efforts are made throughout program operations, outside of the formal curriculum design and delivery (classroom and field settings), to prioritize ADEI.
		• [...]
		• Examples of specific and continuous implicit curriculum ADEI-efforts:
		  ○ Structured ADEI dialogue/discourse (e.g., townhalls, community conversations, listening sessions with various groups)
		  ○ Faculty trainings and professional development opportunities
		    ○ Anti-racist pedagogy
		    ○ Harm reduction
		    ○ <mark>Implicit</mark> or unconscious bias

ADEI in the Explicit Curriculum

Explicit Curriculum: Competency 3

2022 EPAS
Educational Policy and Accreditation Standards
for Baccalaureate and Master's Social Work Programs

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

## 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 in their own lived experiences.

Explicit Curriculum: Generalist & Specialized Practice

Identify explicit curriculum efforts for **each ADEI area** for:

Baccalaureate Program	Generalist practice
Master's Program	Generalist practice
	Each area of specialized practice
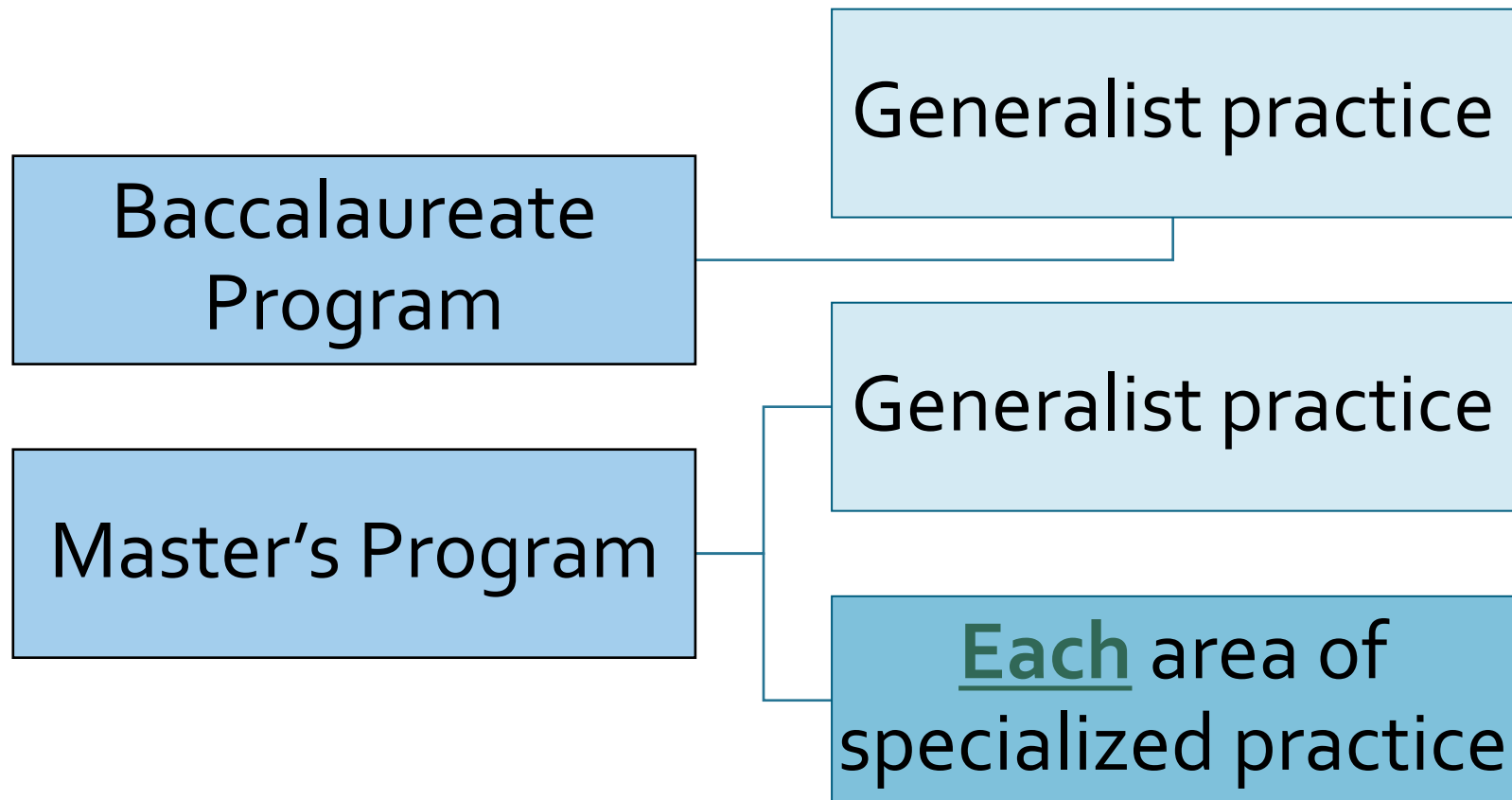
Explicit Curriculum

"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)

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Explicit Curriculum:
ADEI Examples

Course-based Activities

Field-based Activities

Other

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Explicit Curriculum:
ADEI Examples

Course-based Activities

- Structured ADEI dialogue/discourse
- Assignments focused on learning about White supremacy, positionality, power, privilege, & difference
- In-class activities focused on intersectionality & developing cultural humility/competency
- Classroom organizing to dismantle oppressive policies
- Projects on dismantling oppressive systems
- Designated class time to honor, reflect upon, or discuss current or historical events
- Teaching ADEI concepts & theories (e.g., generational trauma, oppressive policymaking)

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Explicit Curriculum: ADEI Examples

Field-based Activities

- Reflective exercises on practice with historically and currently oppressed populations

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Explicit Curriculum: ADEI Examples

Field-related Other

- Requiring only the minimum number of field hours
- Implementing policies permitting employment-based field placements
- Field education orientation
- Field instruction orientation, trainings, [etc.]
- Diversity of field instructors and/or field placement settings
- Students placed only at settings that provide services to diverse populations
- Offering field placement settings with evening and/or weekend options for nontraditional students

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Explicit Curriculum:
ADEI Examples

Other

- Offering a specialization, track, focus, or certificate program focused on ADEI concepts (e.g., anti-oppressive practice)
- Teaching courses in local languages
- International course partnerships & projects
- Readings from the global majority
- Majority of authors in each syllabus have diverse identities and perspectives
- Curriculum design frameworks/ pedagogies (e.g., each class includes one activity on anti-oppressive social work practice, cultural humility, land-based learning, indigenous pedagogies)
- Statements and land acknowledgements in syllabi
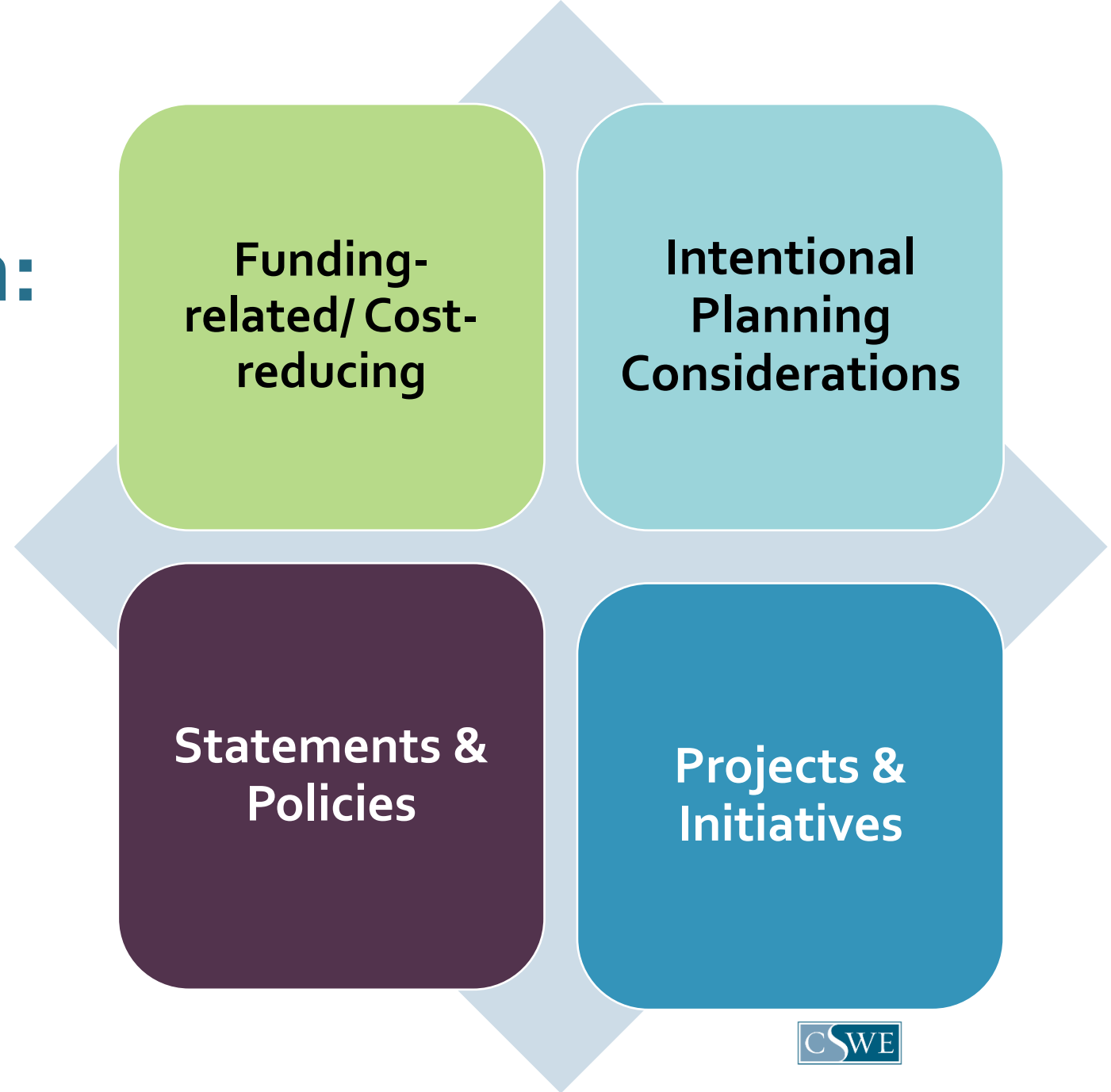
ADEI in the Implicit Curriculum

Implicit Curriculum

"The implicit curriculum consists of the student learning experience and the program context or environment."
(2022 EPAS, p. 24)

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Implicit Curriculum: ADEI Examples

Funding-related/Cost-reducing

Intentional Planning Considerations

Statements & Policies

Projects & Initiatives

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Implicit Curriculum: ADEI Examples

Funding-related/Cost-reducing

- Grant-funded initiatives
- Grants or funding sources (e.g., travel, transportation, emergency fund)
- Scholarship and fellowship programs for students from marginalized communities
- Low/no cost professional development or continuing education credits
  - Bystander intervention
  - Inclusive language
  - Financial literacy
- Laptop or technology borrowing program
- Host a virtual or physical community board for resource exchange
- Offering organizational memberships to students, faculty, staff, field instructors
- Community garden, food pantry, clothing/toiletry closet for students & their families

Implicit Curriculum: ADEI Examples

Intentional Planning Considerations

- Extended or virtual office hours
- Child-friendly classrooms for students who are parents; childcare at events
- Inclusive space/room (e.g., nursing, neurodivergent, prayer, meditation)
- Offering a program option in underserved communities
- Events hosted only in spaces that are accessible, have gender inclusive restrooms
- Accessible learning management system, educational technology, classroom, etc.
- Option for transgender individuals to change their name and pronouns in platforms & records
- No cost refreshments/meals shared during educational events
- Symbols and aesthetics in the learning environment (e.g., pride flag)

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Implicit Curriculum: ADEI Examples

Statements & Policies

- Statements and land acknowledgements with action plans
- Program/cohort community guidelines
- Ethical research engagement guidelines (e.g., community-based participatory research)
- Copy/paste relevant written policies regarding implicit curriculum efforts made to prioritize ADEI.
  - Restorative justice principals integrated into due process policies
  - Gender inclusive language in all policies, handbooks, and manuals

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Implicit Curriculum:
ADEI Examples

Projects & Initiatives: Extracurricular Programming

- Structured ADEI dialogue/discourse (e.g., townhalls, community conversations, listening sessions with various groups)
- Extracurricular programs and events
  - Cultural festival or dance
  - World meal potluck
  - Wacipi or powwow hosted by indigenous tribe(s)
  - Art performance or installation
  - Indigenous storytelling
  - Interfaith gathering/dialogue
- Conferences and speaker series
- Celebrations in honor of awareness or cultural days or months

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Implicit Curriculum: ADEI Examples

Projects & Initiatives: Community-based/-focused

- Engaging in community-based advocacy projects that […] justice issues
- Faculty and/or student team research foci (e.g., public scholarship and translating complex social work topics for mass engagement)
- Community partnerships
  - Intentional relationships with high schools and community colleges prioritizing rapport building and access to higher education
- Student, faculty, and staff recruitment and retention processes that reflect the communities served by the program
- Articulation agreements with community colleges
- Student organization projects & social movement organizing
- Fundraisers or drive collections for agencies, causes, or drives

Implicit Curriculum: ADEI Examples

Projects & Initiatives: Trainings

- Professional development offerings for emerging professionals
- Faculty providing ADEI-related consultation, trainings, or resources to other academic programs or community partners
- Faculty trainings and professional development opportunities
  - Anti-racist pedagogy
  - Harm reduction
  - Implicit or unconscious bias

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Implicit Curriculum: ADEI Examples
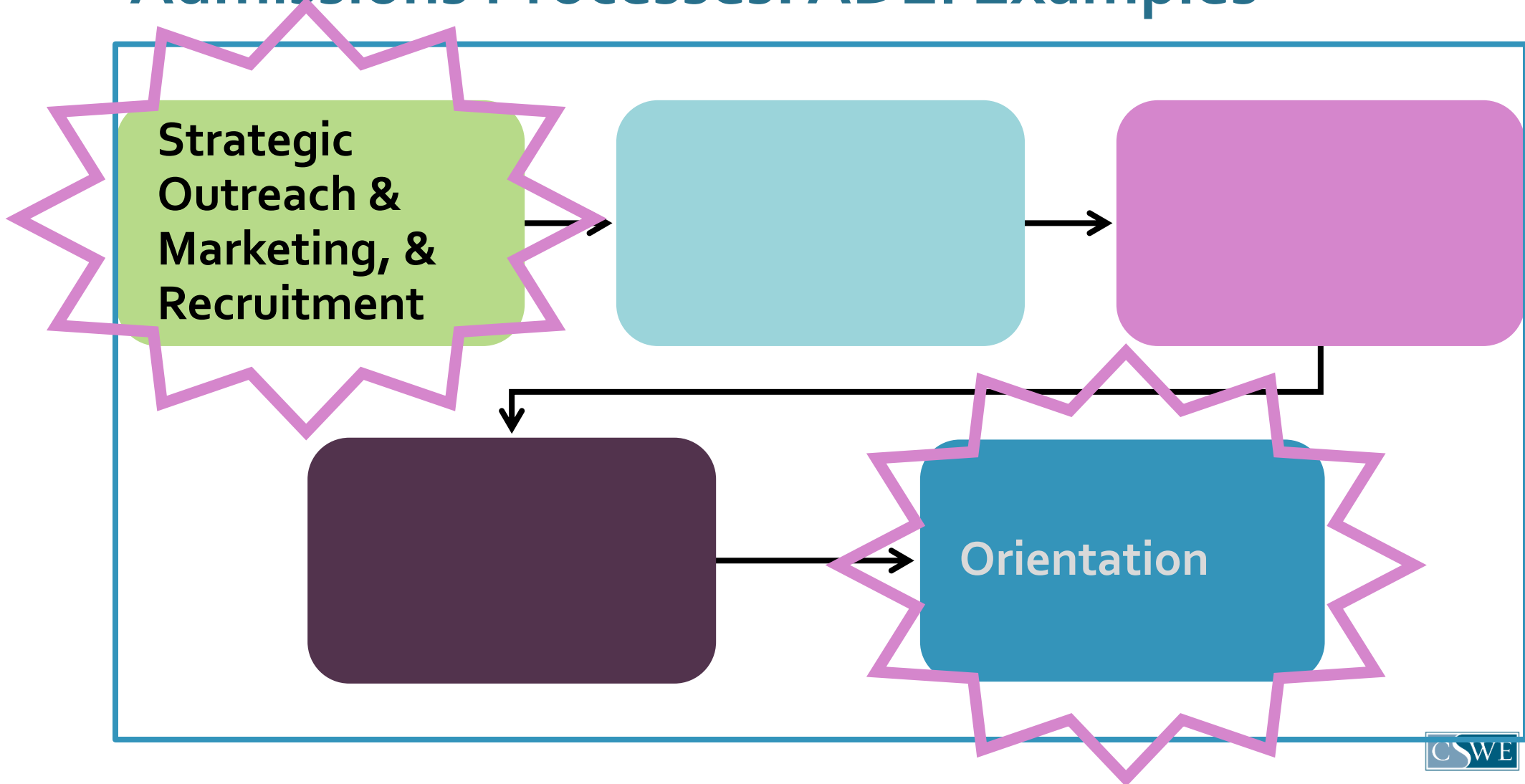
Projects & Initiatives: Other

- Safe/brave spaces for students from diverse backgrounds
- Social identity affinity groups
- ADEI-focused culture/climate initiatives
- Legislative policy advocacy projects/events (e.g., LEAD, letter writing campaigns)
- Culturally competent mentorship programs and advising services for underrepresented groups
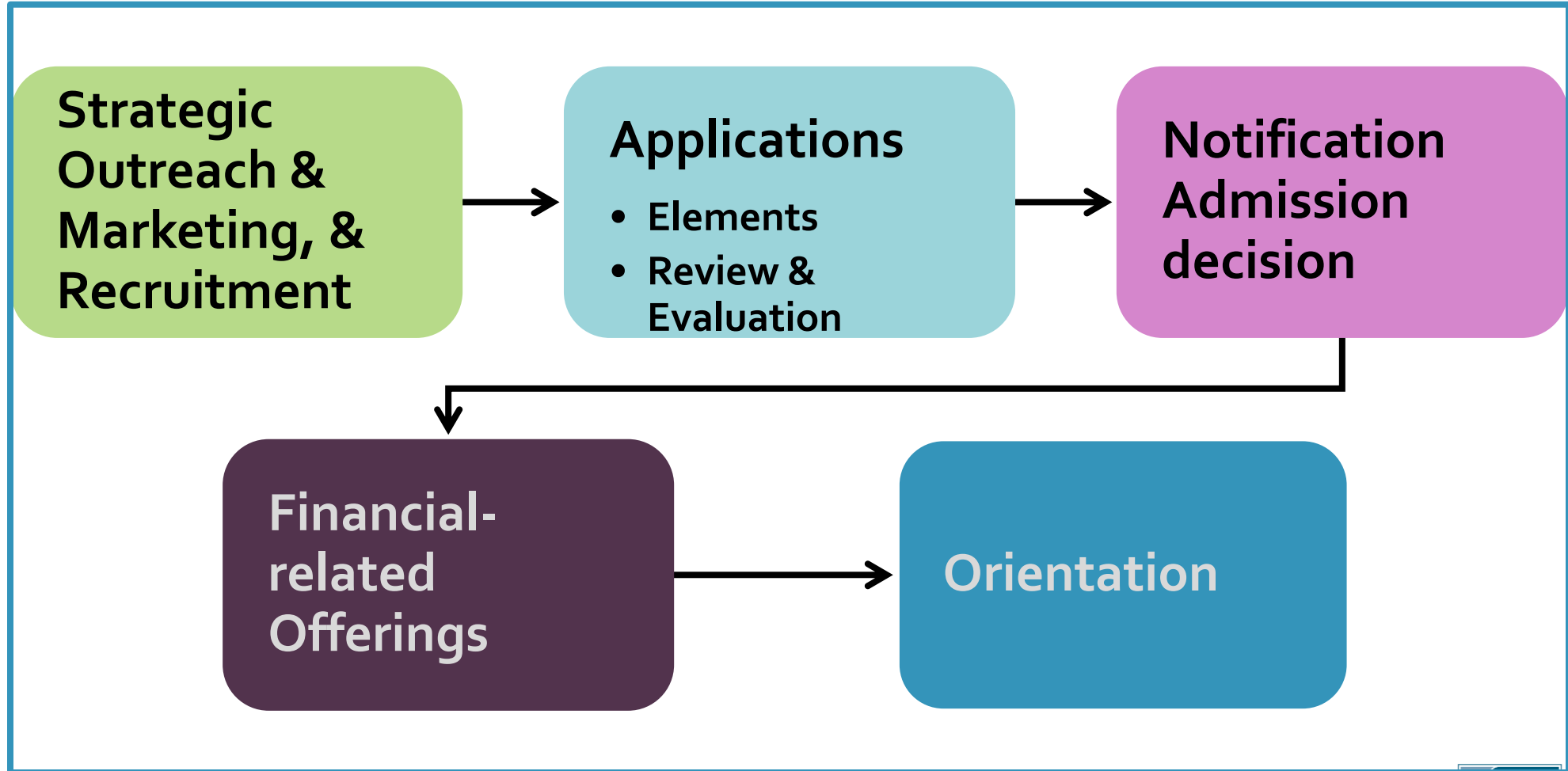- Programs for first generation, second career, or transfer students
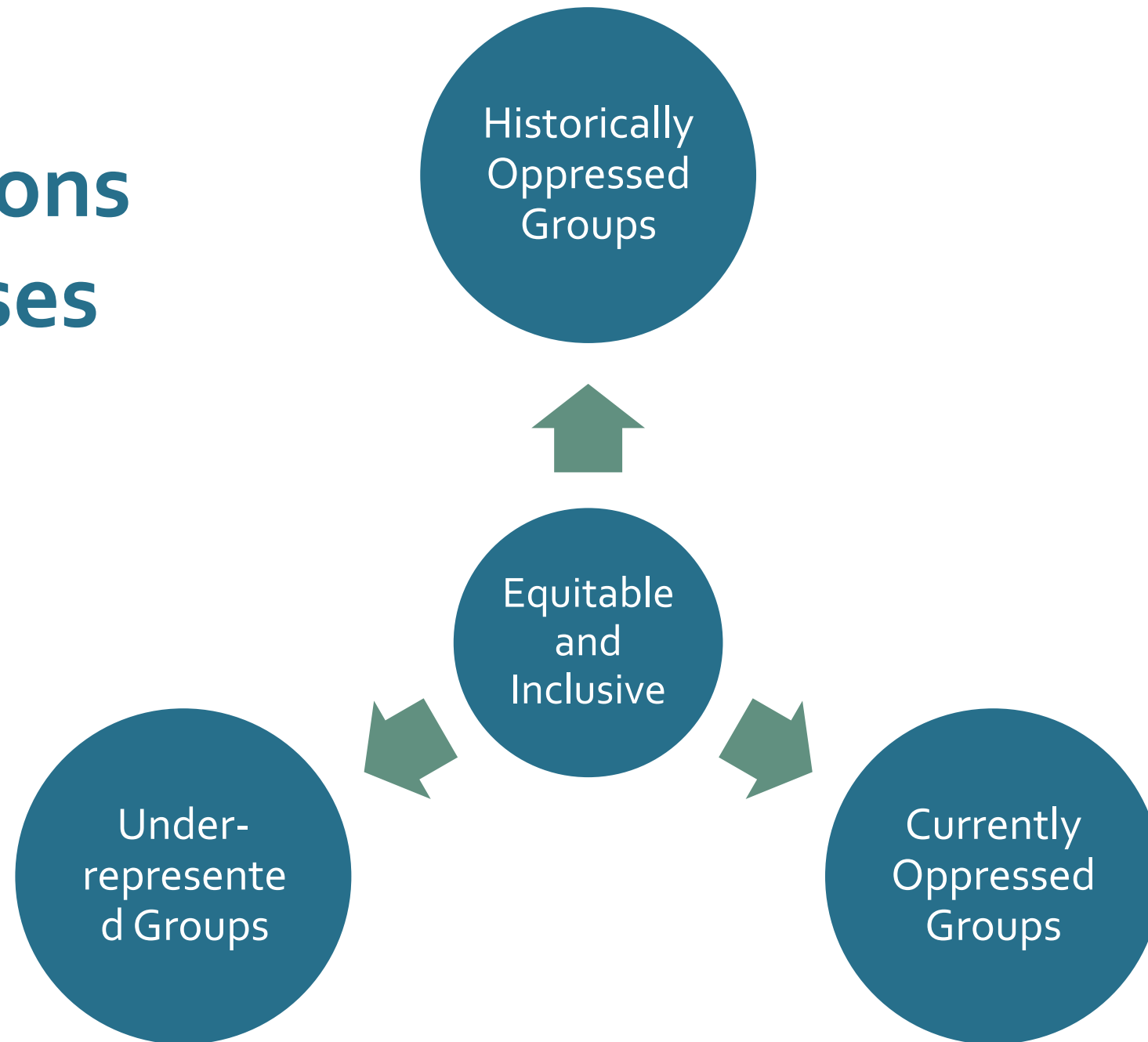
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ADEI in Admission Processes

Admissions Processes: ADEI Examples

Strategic Outreach & Marketing, & Recruitment

Orientation

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Admissions Processes: ADEI Examples

Strategic Outreach & Marketing, & Recruitment → **Applications**
- Elements
- Review & Evaluation

→ **Notification Admission decision**

Financial-related Offerings → **Orientation**

Admissions Processes

Historically Oppressed Groups

Equitable and Inclusive

Under-represented Groups

Currently Oppressed Groups

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Admissions Processes:
ADEI Examples

Strategic Outreach & Marketing, & Recruitment

- Community partnerships that provide pathways for students in high school (e.g., dual enrollment) and community colleges (e.g., articulation agreements)
  - Recruitment from community colleges in underserved communities
- Credit-bearing introductory social work courses offered to the local community or online, students may enroll or audit
- Recruitment office locations
- Timing information sessions and open houses (e.g., online, evenings, weekends) to
- Maximize access across time zones and include prospective students with various work-life priorities (e.g., family care)
- Offering childcare during onsite recruitment events
- Recruitment fairs

Admissions Processes: ADEI Examples

Applications: Elements, Review, & Evaluation

- Accessibility of application platform
- Inclusive demography questions on the application
- Objective application evaluation criteria or a holistic admissions rubric
  - Include prompt on application for students to "tell their story" by providing context and addressing any extenuating circumstances in their academic and professional history
- Optional or elimination of standardized test scores as an admission criterion
- Employing multiple evaluators per application
- Requiring unconscious bias training for application evaluators
- Alternative methods for conducting admission interviews
- Option for transgender individuals to change their name and pronouns on admissions applications

Admissions Processes: ADEI Examples

Notification of Admissions Decisions

- Accessibility of application platform
- Requiring unconscious bias training for application evaluators
- Strategies to reengage and reintegrate students who took a leave of absence (e.g., parents, caretakers, active duty military, students experiencing loss, financial hardship, or other emergencies)

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Admissions Processes:
ADEI Examples

Financial-related Offerings

- Funded campus visits or access to admissions counselors
- No application fees or fee waivers
- Optional or elimination of standardized test scores as an admission criterion
- Alternative methods for conducting admission interviews
- Waiving all generalist course requirements and offering advanced standing to qualifying students (AS M4.1.3)
  - Eliminate time limits (e.g., 5-7 years) between earning a baccalaureate social work degree and entering an advanced standing master's social work program
- Maximize number of transfer credits accepted
- Scholarship and fellowship programs for students from marginalized communities

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Admissions Processes: ADEI Examples

Orientation

- Offering office hours, group/student organization opportunities, and resources at orientation to support
- students in navigating higher education and their new degree program
- Strategies to reengage and reintegrate students who took a leave of absence (e.g., parents, caretakers, active duty military, students experiencing loss, financial hardship, or other emergencies)
- Optional early orientation to build social connections
- Admission process and orientation supports for first generation, second career, or transfer students

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ADEI in Assessment

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
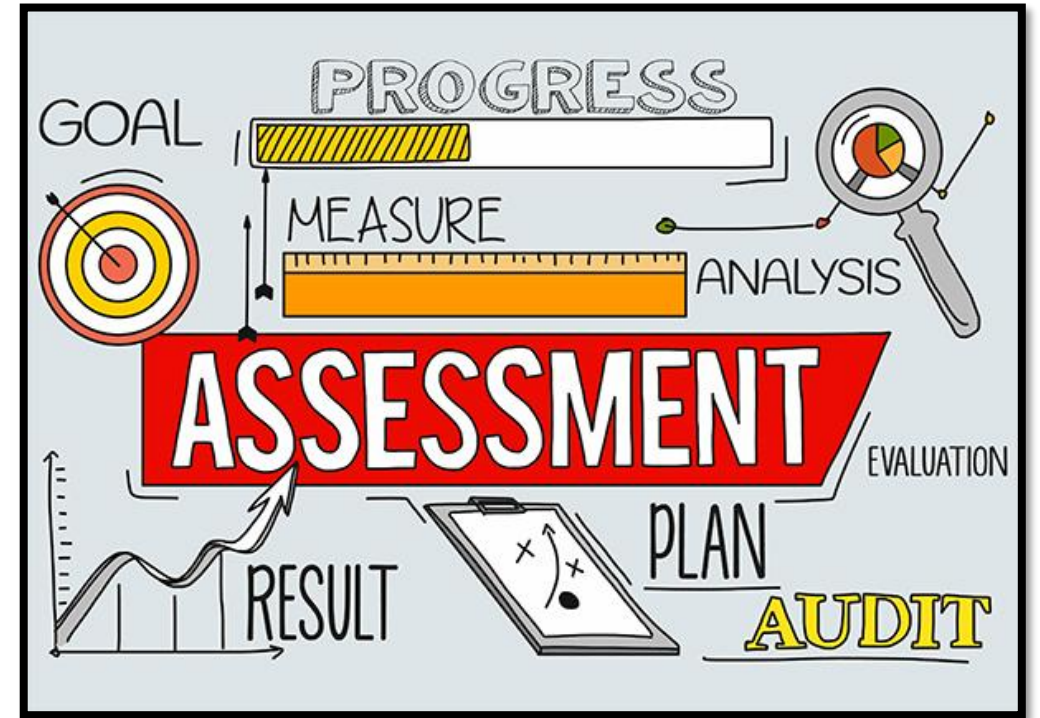
ADEI Assessment: Explicit Curriculum
Evaluating & Reporting Outcomes

➤ 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)*

➤ Public posting of data (CHEA requirement)

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ADEI Assessment: Implicit Curriculum

Implicit Effort Assessment Plan

➢Identify ADEI effort(s) as reported in AS 2.0.2

➢One or more instrument(s)

➢Assessment/data collection timing

➢Stakeholder group(s)

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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)*
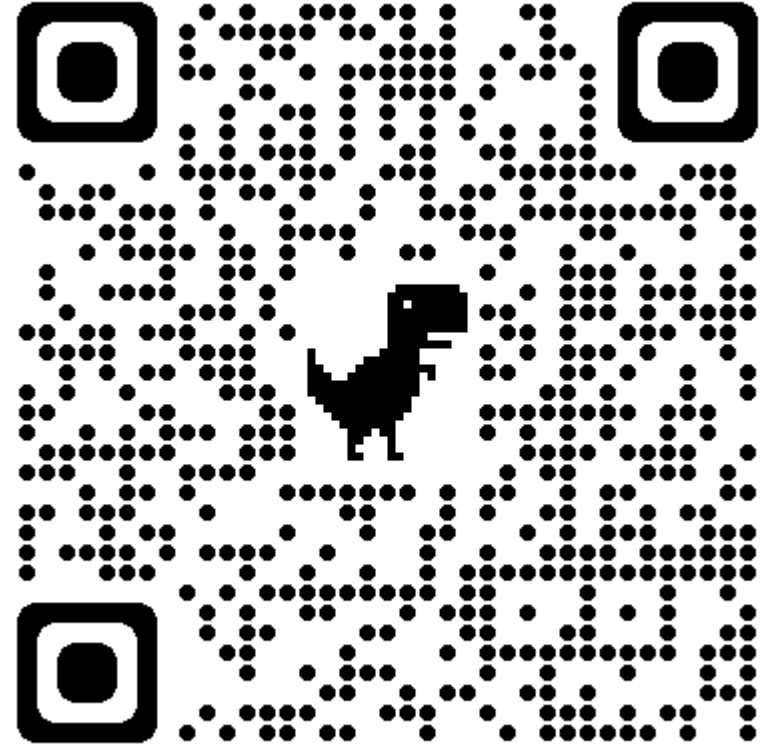
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Resources & Opportunities

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2022 EPAS Accreditation Toolkit
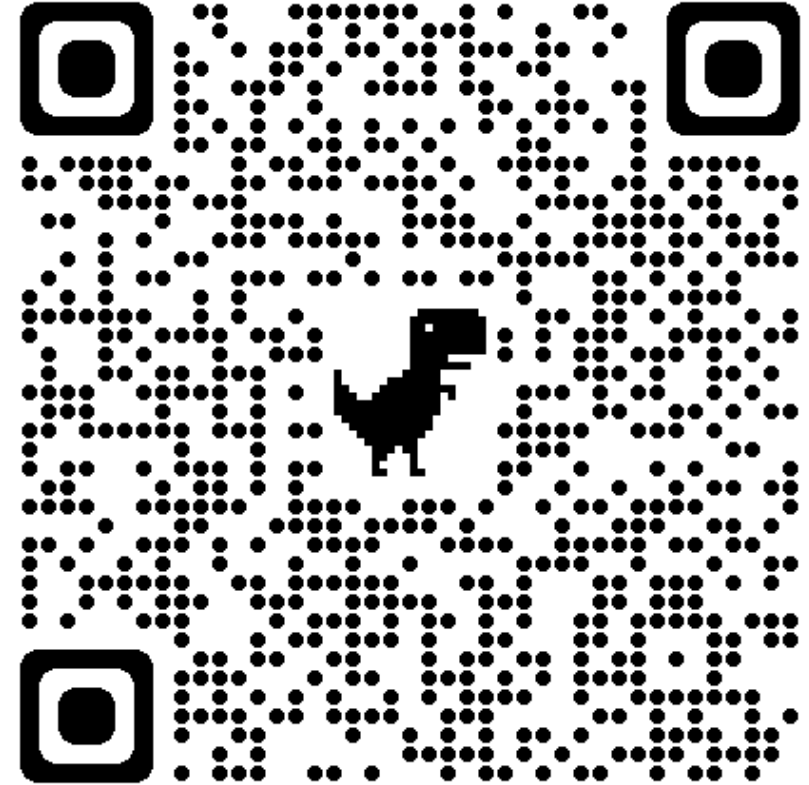## www.cswe.org/2022EPAStoolkit

Interpretation Guide (IG)
www.cswe.org/2022EPASIG

EPAS + IG = Dynamic Duo

2022 EPAS Reaffirmation Training
www.cswe.org/accreditationtraining

REGISTER NOW!

- Designed for CSWE-accredited baccalaureate and master's social work education programs
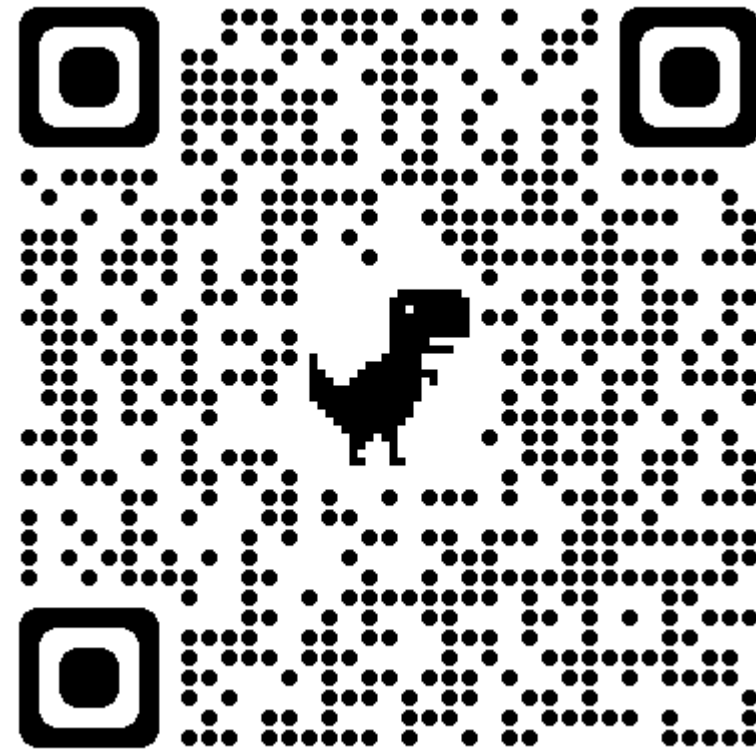
- This hybrid training model consists of two components:

Self-paced online learning modules via the CSWE Learning Academy	Live drop-in question and answer (Q&A) sessions via Zoom

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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)

CSWE

Accreditation Services

Consultations

Trainings

Year-round

Professional Conferences

Resources & Communication

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)*

How can members be actively involved in CSWE?

• Submit or review proposals for the Annual Conference

• 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**!