

# 2022 EPAS

## Glossary

### Educational Policy and Accreditation Standards

for Baccalaureate and Master's  
Social Work Programs



COUNCIL ON SOCIAL WORK EDUCATION

*Commission on Accreditation  
Commission on Educational Policy*

# 2022 EPAS Glossary

The 2022 Educational Policy and Accreditation Standards (EPAS) glossary is an aid to understanding the EPAS and is not considered part of the educational policy or accreditation standards.

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**Accreditation**

A system for recognizing educational institutions and professional programs affiliated with those institutions for a level of performance and integrity based on review against a specific set of published criteria or standards. The process includes the submission of a self-study document that demonstrates how standards are being met, an onsite review by a selected group of peers, and a decision by an independent board or commission that either grants or denies accredited status on the basis of how well the standards are met.

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**Anti-racism**

A process of actively identifying and opposing racism. The goal of anti-racism is to challenge racism and actively change the policies, behaviors, and beliefs that perpetuate racist ideas and actions.

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**Anti-oppression**

Strategies, theories, actions, and practices that actively challenge systems of oppression on an ongoing basis in one's daily life and in social justice/change work. Anti-oppression work seeks to recognize the oppression that exists in our society and attempts to mitigate its effects and eventually equalize the power imbalance in our communities. Oppression operates at different levels (from individual to institutional to cultural) and so anti-oppression must as well. (Simmons University Library. [2021]. Anti-oppression. Retrieved February 22, 2022. <https://simmons.libguides.com/anti-oppression>)

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**Behaviors**

Observable actions that demonstrate an integration of knowledge, values, skills, and cognitive and affective processes.

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**Clients and constituencies**

Those served by social workers, including individuals, families, groups, organizations, and communities.

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**Cognitive and affective processes (includes critical thinking, affective reactions, and exercise of judgment)**

- Critical thinking is an intellectual, disciplined process of conceptualizing, analyzing, evaluating, and synthesizing multiple sources of information generated by observation, reflection, and reasoning.
- Affective reactions are the ways in which our emotions influence our thinking and subsequently our behavior.
- Exercise of judgment is the capacity to perceive and discern multiple sources to form an opinion.

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**Competency-based education framework**

A framework where the focus is on the assessment of student learning outcomes (assessing students' ability to demonstrate the competencies identified in the educational policy) rather than on the assessment of inputs (such as coursework and resources available to students).

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**Curriculum design**

Curriculum design identifies the elements of the curriculum and states their relationships to each other. A design must be supported with a curriculum rationale to establish the means for competency attainment within the organization in which it operates.

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**Diversity**

The presence of differences that may include 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.

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**Due process (AS 4.1.7)**

Refers to appeals and grievance processes.

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**Employment rate (AS 5.0.3)**

Percentage of graduates who are employed within 1 year of graduation. Data are reported for each program option and in aggregate, including all program options. The benchmark for employment rates is determined by the program.

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**Environmental justice** Environmental justice occurs when all people equally experience high levels of environmental protection and no group or community is excluded from the environmental policy decision-making process or is affected by a disproportionate impact from environmental hazards. Environmental justice affirms the ecological unity and the interdependence of all species, respect for cultural and biological diversity, and the right to be free from ecological destruction. This includes responsible use of ecological resources, including the land, water, air, and food. (Adapted from CSWE Commission for Diversity and Social and Economic Justice and Commission on Global Social Work Education Committee on Environmental Justice, 2015).

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**Equity** Fair treatment, access, opportunity, and advancement, recognizing that all people do not all start from the same place. Equity is achieved by promoting justice, impartiality, and fairness within the procedures, processes, and distribution of resources by institutions or systems. Actively addressing equity issues requires understanding the root causes of outcome disparities in our society and making adjustments to imbalances.

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**Faculty** Refers to full- or part-time faculty, lecturers, or adjuncts.

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**Field education hours (AS 3.3.3)** Field education hours may be accrued through activities that enhance student social work competence, including field supervision, field seminar meeting time, and real-time encounters with clients and constituencies through in-person and technology-supported interactions in the field setting.

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**Field personnel (AS 3.3.3, AS 3.3.4, AS 3.3.5, AS B3.3.6, AS M3.3.6, AS 3.3.7)** Any individuals that facilitate the field education experience. This may include, yet is not limited to, the field director (regardless of their formal title), field liaisons, and field instructors/supervisors.

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**Full-time equivalent (FTE) (AS B4.2.3, AS M4.2.3)** Refers to the institution's calculation of full-time faculty and students. Programs should calculate ratios that include full- and part-time faculty (not field instructors in field settings) and full- and part-time students in the full-time equivalency calculation.

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<b>Graduation rate (AS 5.0.3)</b>	Percentage of students who graduate the program per academic year. Data are reported for each program option and in aggregate, including all program options. The benchmark for graduation rates is determined by the program.
<b>Higher education acceptance rate (AS 5.0.3)</b>	Percentage of graduates who are accepted into higher education, including master's and doctoral programs of any discipline, within 1 year of graduation. Data are reported for each program option and in aggregate, including all program options. The benchmark for higher education acceptance rates is determined by the program.
<b>Inclusion</b>	The act of creating environments in which individuals and groups are engaged, respected, valued, and supported through the elimination of practices and behaviors that result in marginalization. Inclusion is achieved when all people are welcomed to fully participate.
<b>Interprofessional education</b>	Interprofessional education occurs when students from two or more professions learn about, from, and with each other to enable effective collaboration and improve health outcomes. Once students understand how to work interprofessionally, they are ready to enter the workplace as a member of the collaborative practice team. This is a key step in moving health systems from fragmentation to a position of strength. (World Health Organization. [2010]. Framework for action on interprofessional education & collaborative practice.)
<b>Intersectionality</b>	A paradigm for understanding social identities and the ways in which the breadth of human experience is shaped by social structures.
<b>Licensing exam pass rate (AS 5.0.3)</b>	The program's most recent annual licensing exam pass rate for graduates. Data are reported in aggregate, including all program options. The benchmark for licensing exam pass rates is determined by the program.

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**Post-social work degree practice experience**  
[AS B3.3.6, AS M3.3.6, AS 4.2.2, AS B4.3.5(b), and AS M4.3.5(b)]

- The minimum requirement of two years of post-baccalaureate or post-master's social work practice experience is calculated in relation to the total number of hours of full-time and equivalent professional practice experience.
- Social work practice experience is defined as providing social work services to individuals, families, groups, organizations, or communities.
- Social work services can include work in professional social work auspices under the supervision of professional social work supervisors, volunteer practice experience in a social service agency, and paid experience as a consultant in the areas of the individual's practice expertise. It does not include academic appointments.

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**Practice courses**  
(AS 4.2.2)

It is within the purview of the program to define which courses they consider to be social work practice courses.

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**Principal assignment**  
(AS B4.2.1, AS M4.2.1)

Faculty identified in response to this standard are required to have a full-time overall appointment to social work with principal assignment (51% or more) of their appointment dedicated solely to the social work program for which the program is seeking accreditation. The remainder of the identified faculty's time may be dedicated to teaching, administration, research, service, or other roles. Faculty identified in response to this standard may have an appointment outside social work.

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**Professional advising**  
(AS 4.1.6)

Professional advising typically focuses on postgraduation preparation for entry into the profession, which could include professional coaching, career development, licensure preparation, interviewing tips, and career material prep, such as a résumé, portfolio, or online professional presence.

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**Professional performance**  
(AS 4.1.7)

Professional performance criteria may include adhering to an educational or professional code of conduct, code of ethics, or behavioral expectations in the field setting, classroom, or community.

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**Program options** Various structured pathways to degree completion by which social work programs are delivered, including face-to-face, online, branch or satellite campus, broadcast site, and correspondence.

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**Program outcomes (AS 5.0.3)** Program outcomes for CSWE-accredited programs include employment rates, graduation rates, higher education acceptance rates, licensing exam pass rates, and time to program completion. Programs are required to monitor graduation rates and at least one additional program outcome. Data are reported for each program option (with the exception of licensing exam pass rates) and in aggregate, including all program options.

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**Recognized regional accrediting organization (AS M4.1.2)** The regional accrediting organizations identified in the Council for Higher Education Accreditation (CHEA) directory.

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**Signature pedagogy** Forms and styles of teaching and instruction that are central to a specific discipline, area of study, or profession that help students build a habit of mind that allows them to think and act in the same manner as experts in the field. Field education is the signature pedagogy for social work.

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**Simulated practice situations [AS 5.0.1(a)]** Modalities that replicate real practice situations to facilitate the demonstration of student competence.

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**Specialized practice** Specialized practice builds on generalist practice, as described in Educational Policy 3.2, by integrating the nine social work competencies (and any additional competencies added by the program) that manifest in holistic professional practice. Specialized practitioners extend social work knowledge, values, skills, and cognitive and affective processes, and demonstrate an ability to engage, assess, intervene, and evaluate across client populations, problem areas, and methods of intervention.

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**Time to program completion (AS 5.0.3)**

Percentage of students who completed the program within the program's identified time period. Data are reported for each program option and in aggregate, including all program options. The completion time period and the benchmark for completion rates are determined by the program consistent with the program's context. Context includes the needs and opportunities associated with the setting and program options, local hiring practices, and historical, political, economic, environmental, social, cultural, demographic, local, regional, and global factors.

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**Transfer of social work credits (AS 4.1.4)**

The process of awarding student credit for social work courses earned at another institution before admission to the social work program. The accreditation process respects the institution's policies concerning the transfer of credits. However, programs may accept field education and practice course transfer credits only from other CSWE-accredited or candidate social work programs, unless the program is able to explain how the program assesses course equivalency to comply with all field education standards and practice course instructor qualifications in the EPAS.



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