



It's time to act.

*Championing Disability Justice
and Disability Joy in Social Work*

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Sharing Your Program's Story: *Learning from 2022 EPAS BOA Review Trends*

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CSWE Ideology

Land Acknowledgement

The Council on Social Work Education (CSWE) acknowledges the ancestral lands of Indigenous Peoples throughout the continental United States, Alaska, Hawai'i, and territories.

Vision

To ensure a well-educated social work profession equipped to advocate for and promote education, health, well-being, universal rights, and justice in a diverse world.

Mission

To advance excellence and innovation in social work education, by providing leadership and scholarship, to ensure quality in teaching and learning, supporting critical thinking and advocacy to strengthen the capacity of our membership.

[Learn more here.](#)

Meet Your Presenters



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



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Accreditation Training Manager

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Housekeeping

- **Post-conference** | Slide deck available for download at: cswe.org/accreditationtraining
- QR codes in slides, *ready your phones if desired!*
- We encourage self-care during this session



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Agenda

1. Welcome & Intros
2. Accreditation Context
3. 2022 EPAS Data
4. Tips & Interpretations for Commonly Cited Standards
5. Resources & Services
6. Q&A

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Learning Objectives

- Identify specific standards and compliance statements to be mindful of when implementing and writing to the standards.
- Discover how commonly cited standards are designed to be flexible, allowing programs to tell their story within their unique context.
- Learn how to access and utilize accreditation resources to maximize the purpose of accreditation processes.
- Learn tips for accreditation document writing.

Context

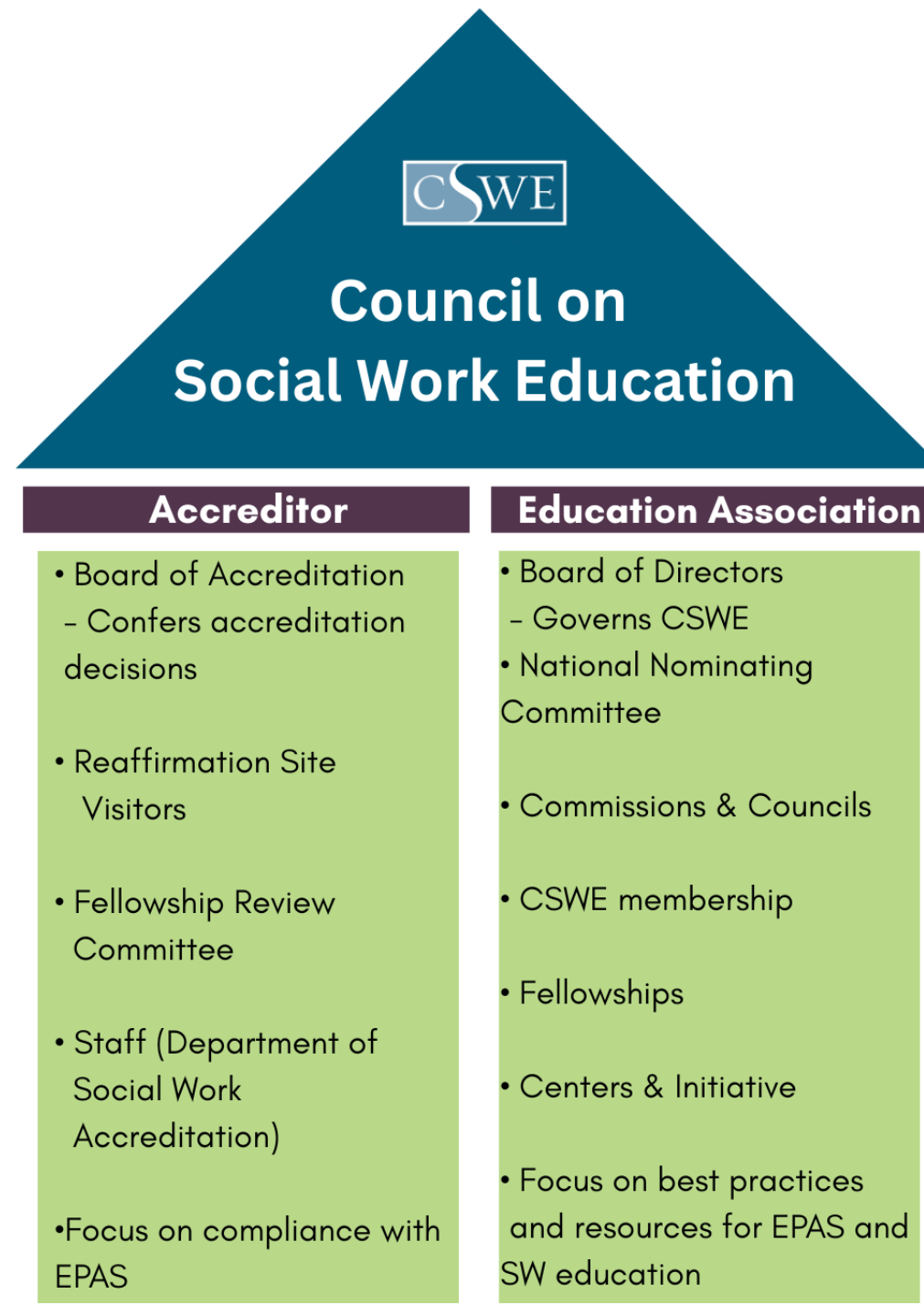
Accreditation Framing | Essential Grounding

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CSWE Context: Two Pillars



CSWE Board of Accreditation (BOA)



- Recognized by the Council on Higher Education Accreditation ([CHEA](#)) to accredit baccalaureate, master's, and practice doctorate degree programs in the United States and its territories.
- Accrediting activities beyond BOA's scope:
 - [Post-Master's Social Work Fellowship Accreditation](#)
 - [International Social Work Degree Recognition and Evaluation Service](#)
 - [Memorandum of Understanding with Canadian Social Work Accrerator](#)

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Framing the Accreditation Process

- Peer-review
 - Based on integrity and trust
 - Not investigative or “gotcha!” approach
- *CSWE staff cannot determine compliance*
- Volunteer-led
- Multi-phased to provide due process
- Multi-modality to understand context and story
- Accountability via minimum compliance with the EPAS

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Framing the Accreditation Process

- Self-evaluation (i.e., self-study)
 - Document compliance with the national standards
 - Promotes self-reflection on strategy, operations, content, and offerings
 - Continuous quality improvement and data-informed decision-making about education quality
 - Helpful rather than a hurdle

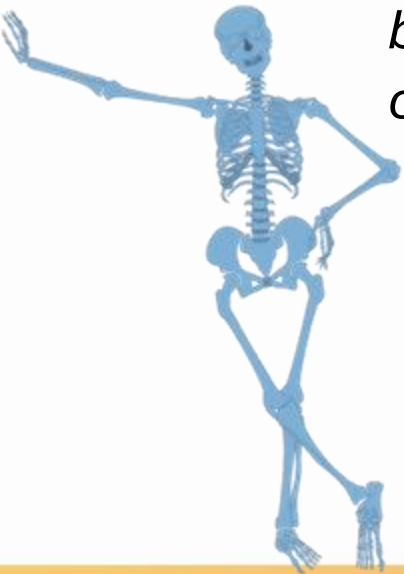
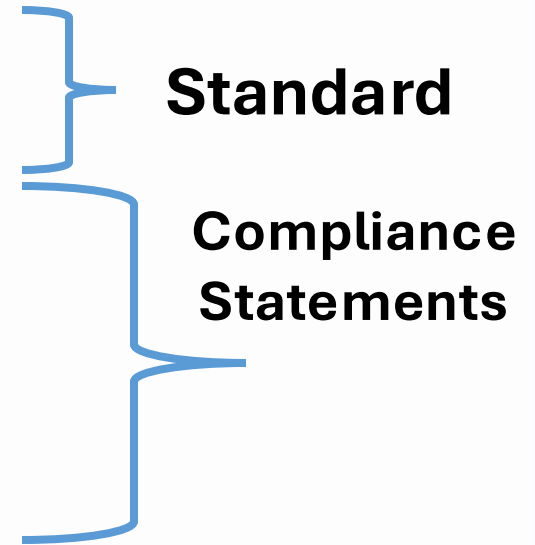
Anatomy of an Accreditation Standard

4.1.5 The program does not grant social work course credit for life experience or previous work experience.

a. The program provides the policy indicating that it does not grant social work course credit for life experience or previous work experience.

b. The program describes how this policy is articulated.

c. The program addresses all program options.



3 components to demonstrate full compliance for AS 4.1.5:

1. Written policy
2. How policy is articulated/shared
3. Similarities/differences for comply across all program options

Abbreviations

- **BOA:** Board of Accreditation
- **AS:** Accreditation Standards
- **EPAS:** Education Policies & Accreditation Standards
- **B:** Baccalaureate programs
- **M:** Master's programs

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Data

**Accreditation Reviews Under 2022 EPAS
(October 2023 – June 2025)**

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Data Across All Review Types

Type of Review	Level	Meeting Date						Totals	
		Oct. 2023	Feb. 2024	June. 2024	Oct. 2024	Feb. 2025	Jun. 2025		
Benchmark 1	B	0	1	3	5	1	3	13	53
	M	0	9	10	4	9	8	40	
Benchmark 2	B	0	0	0	0	1	2	3	18
	M	0	0	0	0	5	10	15	
Benchmark 3/ Initial	B	0	0	0	0	0	0	0	0
	M	0	0	0	0	0	0	0	

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Data from Self-study Reviews Only

Type of Review	Level	Meeting Date						Totals	
		Oct. 2023	Feb. 2024	June. 2024	Oct. 2024	Feb. 2025	Jun. 2025		
Letter of Instruction	B	2	1	10	20	16	17	66	107
	M	1	1	5	14	8	12	41	
Reaffirmation	B	0	0	2	1	9	23	35	57
	M	0	0	1	1	5	15	22	

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Data from Progress Report Reviews Only

Type of Review	Level	Meeting Date						Totals	
		Oct. 2023	Feb. 2024	June. 2024	Oct. 2024	Feb. 2025	Jun. 2025		
1 st Progress Report to the Accreditation Specialist	B	0	0	0	0	0	0	0	3
	M	0	0	0	0	1	2	3	
1 st Progress Report to the BOA	B	0	0	0	0	0	1	1	1
	M	0	0	0	0	0	0	0	

As of June 2025, BOA has not yet reviewed any 2nd progress reports.

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Data Across All Review Types

	Meeting Date						Totals
	Oct. 2023	Feb. 2024	June. 2024	Oct. 2024	Feb. 2025	Jun. 2025	
Total Reviews by BOA Meeting	3	12	31	45	55	93	239 BOA Reviews <i>Of which, 159 reviews included citations.</i>

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By the Numbers: Number & Type of Standards by Accreditation Review

# of Accreditation Standards by Type	BM1		BM2		BM3/ Initial Accreditation (All AS = Compliance AS)	LOI (All AS = Compliance AS)
	Approval Standards	Developmental Standards	Approval Standards	Developmental Standards		
Baccalaureate	17	27	26	11	44	44
Master's	21	29	29	11	50	50

Decision Types

- Reaffirmation
 - Based upon letter of instruction (LOI), site visit report, and program response
- Deferrals
 - Following Benchmark 1 (BM1) decision
 - Following Benchmark 2 (BM2) decision
 - Following initial accreditation decision
 - Following reaffirmation decision
- 1st & 2nd Progress Reports
 - Following reaffirmation decision
 - Following initial accreditation decision



Most Cited Accreditation Standards

LOI Reviews

Under 2022 EPAS

October 2023 – June 2025

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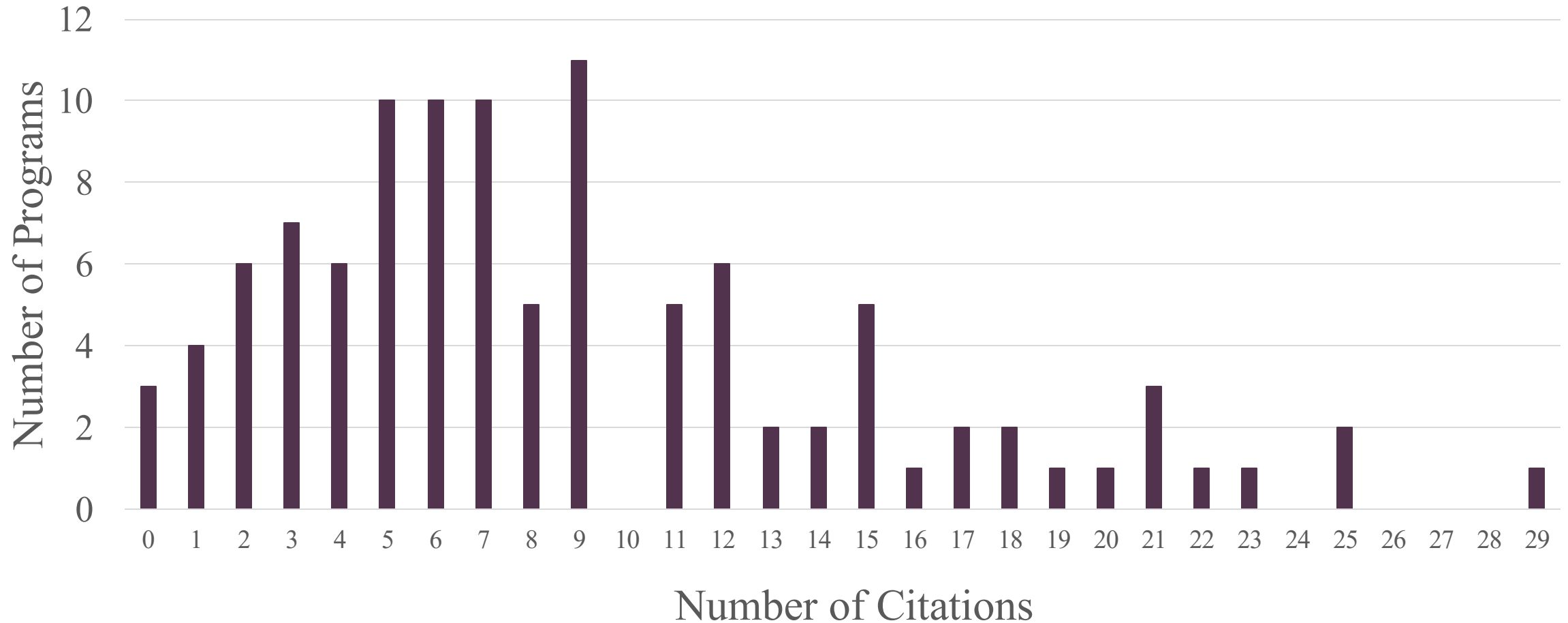
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Data Collection

- Review of full self-studies to issue LOIs for reaffirmation
- *Timeframe*: October 2023 – June 2025
- Data demonstrates frequency, not rationale

Number of Self-Studies with X # of Citations



As of June 2025, 107 self-studies reviewed under 2022 EPAS

Number of Self-Studies with X # of Citations

- **Mean:** 8.86 citations
- **Median:** 14.5 citations
- **Mode:** 9 citations
- **Range:** 0-29 citations

5 Most Common Citations

LOI Reviews

Under 2022 EPAS

October 2023 – June 2025

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#5: Employment-based Field Placements

- **32%** of self-study reviews included this citation
- *# of citations: 34 out of 107*
- ***Accreditation Standard 3.3.7***

#5

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AS 3.3.7 BOA Interpretations & Tips

#5



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BOA Interpretations & Tips: AS 3.3.7

#5

- **Focus:** Employment-based field placements
- Policy documenting whether permits field placements in an organization where student is also employed

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BOA Interpretations & Tips:

AS 3.3.7

#5

- If permitted, policy addresses:
 - Employee tasks may qualify as field hours when directly applied to:
 - Nine (9) social work competencies (and any added by the program)
 - Level of practice (either generalist or specialized)

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BOA Interpretations & Tips:

AS 3.3.7

#5

- If permitted, policy addresses:
 - Field education supervision may be provided by employment supervisor if:
 - Meet minimum required qualifications (AS B/M3.3.6)
 - Field education supervision time is distinct from employment supervision time
 - Support for student if employment changes

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#4: Public Posting of Competency Assessment Data

- **36%** of self-study reviews included this citation
- *# of citations: 39 out of 107*
- ***Accreditation Standard 5.0.1(d)***

#4

AS 5.0.1(d) BOA Interpretations & Tips

#4



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BOA Interpretations & Tips: AS 5.0.1(d)

- **Focus:** Public posting of competency assessment data
- Transparency to public
- Provide most recent set of outcomes
- One year, recent AY, or 2 data points
 - Must be collected within 2-years, *at all times*

Form AS 5.0.1(d)

Generalist Practice: Summary of Plan

Competency	Instrument	Instrument: Expected Level of Achievement for Instrument	Competency: Expected Level of Achievement for Competency
Competency 1: Demonstrate Ethical and Professional Behavior	Instrument 1:		
	Instrument 2:		
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice	Instrument 1:		
	Instrument 2:		

Form AS 5.0.1(d)

Generalist Practice: Summary of Plan

Competency	Instrument	Instrument: Expected Level of Achievement for Instrument	Competency: Expected Level of Achievement for Competency
Competency 1: Demonstrate Ethical and Professional Behavior	Instrument 1: Field Evaluation / Learning Agreement	4 of 5 points on each criterion	90%
	Instrument 2: Social Work Ethics and Values Oral Presentation	4 of 5 points on each rubric line item	
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice	Instrument 1: Field Evaluation / Learning Agreement	4 of 5 points on each criterion	90%
	Instrument 2: Environmental Justice Case Study	4 of 5 points on each rubric line item	





Form AS 5.0.1(d)

Generalist Practice: Summary of Outcomes

Competency	Competency: Expected Level of Achievement Inclusive of All Instruments	Aggregate Actual Outcomes: All Program Options n = (Number of Students)	Program Option 1 Outcomes: Program Option Name n = (Number of Students)	Program Option 2 Outcomes: Program Option Name n = (Number of Students)	Program Option 3 Outcomes: Program Option Name n = (Number of Students)
Competency 1: Demonstrate Ethical and Professional Behavior					
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice					

Form AS 5.0.1(d)

Generalist Practice: Summary of Outcomes

Competency	Competency: Expected Level of Achievement Inclusive of All Instruments	Aggregate Actual Outcomes: All Program Options n = (Number of Students)	Program Option 1 Outcomes: Program Option Name n = (Number of Students)	Program Option 2 Outcomes: Program Option Name n = (Number of Students)	Program Option 3 Outcomes: Program Option Name n = (Number of Students)
Competency 1: Demonstrate Ethical and Professional Behavior					
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice					

Form AS 5.0.1(d)

Generalist Practice: Summary of Outcomes

Competency	Competency: Expected Level of Achievement Inclusive of All Instruments	Aggregate Actual Outcomes: All Program Options n= 75	Program Option 1 Outcomes: Alexandria, VA n = 50	Program Option 2 Outcomes: Online n = 25
Competency 1: Demonstrate Ethical and Professional Behavior	90%	86%	82.5%	89.5%
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice	90%	95%	95%	95%

Hyperlink for Public Access

- Active hyperlink
 - To social work program's website
 - Cannot lead directly to a file (e.g., pdf)
 - Easy for public to locate on your website
 - Matches form within program's accreditation document

#3: ADEI Implicit Curriculum Assessment Data & Data-informed Changes

- **38%** of self-study reviews included this citation
- *# of citations: 41 out of 107*
- ***Accreditation Standard 5.0.2(b)***

#3

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AS 5.0.2(b) BOA Interpretations & Tips

#3



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BOA Interpretations & Tips: AS 5.0.2(b)

- **Focus:** ADEI Implicit Curriculum Assessment Data & Data-informed Changes
- Provide most recent data set for AS 5.0.2(a)

BOA Interpretations & Tips: AS 5.0.2(b)

- Describe process used to formally review assessment plan
- Describe process used to formally review assessment outcomes/data
- Describe specific changes to ADEI implicit curriculum

#2: Competency Data-informed Program Changes

- **43%** of self-study reviews included this citation
- *# of citations: 46 out of 107*
- ***Accreditation Standard 5.0.1(c)***

#2

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AS 5.0.1(c) BOA Interpretations & Tips **#2**



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BOA Interpretations & Tips: AS 5.0.1(c)

#2

- **Focus:** Competency-based data-informed changes
- Describe process used to formally review:
 - Assessment plan
 - Data
- Describe specific changes made to explicit curriculum
 - 2 or more changes
 - Explicit links to data / cite the data used to rationalize a change

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Optional Prompts

- What **process or mechanism** is employed to formally review the assessment plan and outcomes, and make data-informed decisions to continuously improve the program?
- How do decision-makers determine the **meaning of the data** and the implications of the findings?
- How are decisions made to **modify the program** based on the data?
- How are decisions made to **renew effective elements** of the program?
- How is the program **using data to make enhancements to the curriculum** and improve competency-based student learning outcomes?

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Example of Program Change

- Example of verbiage for a specific change:

“The program made a modification to a policy assignment in Social Work 305: Social Policy Advocacy, requiring students to contact a state or federal representative to advocate for a social policy and complete a policy brief, after the data revealed that only 82% of students met the competency expected levels of achievement (85%).”

It's a Tie!



Image of numerous ties of different colors & patterns

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#1: Generalist Practice Curriculum Matrix

- **44%** of self-study reviews included this citation
- *# of citations: 47 out of 107*
- ***Accreditation Standard 3.1.2***

#1

Statistical Significance: Master's Programs Generalist & Specialized Practice Curriculum Matrices

		Citation on AS M3.2.4	
		Yes	No
Citation on AS 3.1.2	Yes	46% (13)	10% (4)
	No	10% (4)	33% (18)

46% (13) master's programs cited for both AS 3.1.2 & AS M3.2.4

AS 3.1.2 BOA Interpretations & Tips

#1



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BOA Interpretations & Tips: AS 3.1.2

#1

- **Focus:** Generalist practice curriculum matrix
- *Purpose of AS 3.1.2:* Ensure delivering consistent content to all students related to all competencies, dimensions, and system levels (for comps 6-9)

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Generalist Practice Curriculum Matrix

- Highlights from generalist practice curriculum
 - Only content that is **consistently** taught to all students
 - Correlate to nine (9) social work competencies (and any additional competencies added by program)
 - Address each dimension for each competency
 - For competencies 6-9, address each system level for each competency
- Snapshot of required course content all students are learning in classroom

Form AS 3.1.2

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Course Number & Title	Generalist Course Content	Dimension(s)	Page Number in Volume 2 Syllabi
		<input type="checkbox"/> Knowledge <input type="checkbox"/> Values <input type="checkbox"/> Skills <input type="checkbox"/> Cognitive & Affective Processes	
		<input type="checkbox"/> Knowledge <input type="checkbox"/> Values <input type="checkbox"/> Skills <input type="checkbox"/> Cognitive & Affective Processes	





Form AS 3.1.2

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Course Number & Title	Generalist Course Content	Dimension(s)	Page Number in Volume 2 Syllabi
		<input type="checkbox"/> Knowledge <input type="checkbox"/> Values <input type="checkbox"/> Skills <input type="checkbox"/> Cognitive & Affective Processes	
		<input type="checkbox"/> Knowledge <input type="checkbox"/> Values <input type="checkbox"/> Skills <input type="checkbox"/> Cognitive & Affective Processes	

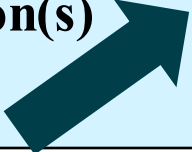


Form AS 3.1.2

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Course Number & Title	Generalist Course Content	Dimension(s)	Page Number in Volume 2 Syllabi
		<input type="checkbox"/> Knowledge <input type="checkbox"/> Values <input type="checkbox"/> Skills <input type="checkbox"/> Cognitive & Affective Processes	
		<input type="checkbox"/> Knowledge <input type="checkbox"/> Values <input type="checkbox"/> Skills <input type="checkbox"/> Cognitive & Affective Processes	

Form AS 3.1.2

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Course Number & Title	Generalist Course Content	Dimension(s) 	Page Number in Volume 2 Syllabi
		<input type="checkbox"/> Knowledge <input type="checkbox"/> Values <input type="checkbox"/> Skills <input type="checkbox"/> Cognitive & Affective Processes 	
		<input type="checkbox"/> Knowledge <input type="checkbox"/> Values <input type="checkbox"/> Skills <input type="checkbox"/> Cognitive & Affective Processes 	



Form AS 3.1.2

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Course Number & Title	Generalist Course Content	Dimension(s)	System Level(s)	Page Number in Volume 2 Syllabi
		<input type="checkbox"/> Knowledge <input type="checkbox"/> Values <input type="checkbox"/> Skills <input type="checkbox"/> Cognitive & Affective Processes	<input type="checkbox"/> Individuals <input type="checkbox"/> Families <input type="checkbox"/> Groups <input type="checkbox"/> Organizations <input type="checkbox"/> Communities	
		<input type="checkbox"/> Knowledge <input type="checkbox"/> Values <input type="checkbox"/> Skills <input type="checkbox"/> Cognitive & Affective Processes	<input type="checkbox"/> Individuals <input type="checkbox"/> Families <input type="checkbox"/> Groups <input type="checkbox"/> Organizations <input type="checkbox"/> Communities	

Generalist Practice Curriculum Matrix

- It is not required for every required course to be included on the matrix.
- Do not include elective courses or elective course content on the matrix.
- The matrix content **must** match the syllabus content **and** reflect the competency content, dimension(s), and/or system level(s).

Generalist Practice Curriculum Matrix

- Example of verbiage for identifying, selecting, and mapping required courses in the matrix:

“The program is confident we are preparing competent social work practitioners because students learn values and cognitive and affective processes of competencies #1 and #2 via Reflection Paper on Intersectionality, Identities, and Your Social Work Goals in SW 305: Social Work Practice in a Diverse & Global Society.”

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Generalist Practice Curriculum Matrix

- **Content that best aligns with the competency descriptive paragraph.**
- Ensure each aspect of the competency title is addressed.
- Identical content is taught across all sections, even by different instructors.
- Content designed to deliver competency-based learning.

Generalist Practice Curriculum Matrix

- Content that best aligns with the competency descriptive paragraph.
- **Ensure each aspect of the competency title is addressed.**
- Identical content is taught across all sections, even by different instructors.
- Content designed to deliver competency-based learning.

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Generalist Practice Curriculum Matrix

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

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Generalist Practice Curriculum Matrix

*Competency 2: Advance **Human Rights** and Social, Racial, Economic, and **Environmental Justice***

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Generalist Practice Curriculum Matrix

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

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Generalist Practice Curriculum Matrix

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

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Generalist Practice Curriculum Matrix

- Content that best aligns with the competency descriptive paragraph.
- Each aspect of the competency title is addressed.
- **Identical content is taught across all sections, even by different instructors.**
- Content designed to deliver competency-based learning.

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Generalist Practice Curriculum Matrix

- Content that best aligns with the competency descriptive paragraph.
- Each aspect of the competency title is addressed.
- Identical content is taught across all sections, even by different instructors.
- **Content designed to deliver competency-based learning.**

Generalist Practice Curriculum Matrix

- *Volume 2*: include syllabus for each required social work course listed on *Form AS 3.1.2*

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#1: Competency Assessment Plan

- **44%** of self-study reviews included this citation
- *# of citations: 47 out of 107*
- Accreditation Standard 5.0.1(a)

#1

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Statistical Significance: Assessment Cascade

		AS 5.0.1(b, c, and/or d) Citation(s)	
		Yes	No
AS 5.0.1(a) Citation	Yes	33% (37)	13% (13)
	No	19% (20)	36% (34)

AS 5.0.1(a) BOA Interpretations & Tips #1



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BOA Interpretations & Tips: AS 5.0.1(a)

#1

- **Focus:** Student Achievement of the competencies
- Key differences between curriculum matrices (**AS 3.1.2** and **AS M3.2.4**) and the Student Achievement Assessment Plan (**AS 5.0.1**)
 - Curriculum Matrix = guaranteeing / delivering consistent content
 - Student Achievement Assessment Plan = demonstrating / assessing competence

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Considerations for Instruments

- Programs have autonomy to select 2 instruments per competency:
 - One instrument to assess student competency via real or simulated demonstration of student achievement in field education.
 - One instrument to assess student competency demonstration elsewhere the program chooses.

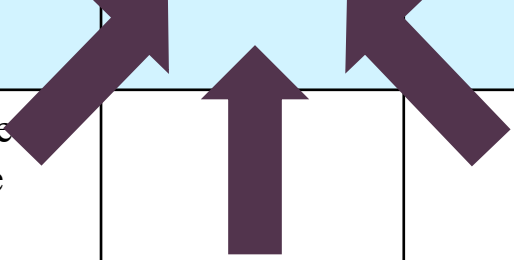
Considerations for Instruments

- What exactly must the student demonstrate or show the assessor to indicate competence?
- What earns a high score, middle score, or low score?

Form AS 5.0.1(a)

Instrument Name	How Each Instrument is Implemented	When Students are Assessed	Instrument Assesses Student Competence in Real or Simulated Practice in Field Education?	Student Assessment Completed By:	Level of Assessment	Instrument: Expected Level of Achievement	Competency 1: Expected Level of Achievement
			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Program Faculty <input type="checkbox"/> Field Personnel	<input type="checkbox"/> Students are assessed at the behavior level <input type="checkbox"/> Students are assessed at the competency level		% inclusive of all instruments
			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Program Faculty <input type="checkbox"/> Field Personnel	<input type="checkbox"/> Students are assessed at the behavior level <input type="checkbox"/> Students are assessed at the competency level		

Form AS 5.0.1(a)

Instrument Name	How Each Instrument is Implemented	When Students are Assessed	Instrument Assesses Student Competence in Real or Simulated Practice in Field Education?	Student Assessment Completed By:	Level of Assessment	Instrument: Expected Level of Achievement	Competency 1: Expected Level of Achievement
			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Program Faculty <input type="checkbox"/> Field Personnel	<input type="checkbox"/> Students are assessed at the behavior level <input type="checkbox"/> Students are assessed at the competency level		
			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Program Faculty <input type="checkbox"/> Field Personnel	<input type="checkbox"/> Students are assessed at the behavior level <input type="checkbox"/> Students are assessed at the competency level		% inclusive of all instruments

Components of the Plan

The plan must include:

Descriptions of instruments

Explanation of implementation

Details of when each competency is assessed

Identification of assessor of each competency

Explanation of expected level of student achievement

Copies of each instrument

Components of the Plan

Example of an instrument:

Field Evaluation

Evaluated in the field setting

Spring Semester

Field Personnel

85% inclusive of all instruments

A copy of the learning agreement with the line item for competency 1 highlighted & a copy of the grading rubric

Form AS 5.0.1(a)

Instrument Name	How Each Instrument is Implemented	When Students are Assessed	Instrument Assesses Student Competence in Real or Simulated Practice in Field Education?	Student Assessment Completed By:	Level of Assessment	Instrument: Expected Level of Achievement	Competency 1: Expected Level of Achievement
Field Evaluation/ Learning Agreement	Field Instrument	SWK 123: Generalist Field Practicum At the end of generalist practice field practicum	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Program Faculty <input checked="" type="checkbox"/> Field Personnel	<input checked="" type="checkbox"/> Students are assessed at the behavior level <input type="checkbox"/> Students are assessed at the competency level	Students must score a minimum of 4 of 5 points on criteria 1, 2, 3, and 4.	90% inclusive of all instruments

Form AS 5.0.1(a)

Instrument Name	How Each Instrument is Implemented	When Students are Assessed	Instrument Assesses Student Competence in Real or Simulated Practice in Field Education?	Student Assessment Completed By:	Level of Assessment	Instrument: Expected Level of Achievement	Competency 1: Expected Level of Achievement
Social Work Ethics and Values Oral Presentation	Presentation	SWK 200: Social Work Ethics and Professional Values At the end of the 1st term of the generalist practice curriculum	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input checked="" type="checkbox"/> Program Faculty <input type="checkbox"/> Field Personnel	<input type="checkbox"/> Students are assessed at the behavior level <input checked="" type="checkbox"/> Students are assessed at the competency level	Students must score a minimum of 4 of 5 points on criteria 2, 3, and 4.	90% inclusive of all instruments

Most Common Citations Data Across All Review Types vs. Data from Self-study Reviews Only

AS:	2.0.2	3.1.2	B/M 3.3.6	3.3.7	4.1.7	B/M 4.2.1	B/M 4.2.3	4.3.4 (a)	B/M 4.3.5 (c)	5.0.1 (a)	5.0.1 (b)	5.0.1 (c)	5.0.1 (d)	5.0.2 (a)	5.0.2 (b)
All Reviews	#13	#3	#10	#7	#11	#13	#9	#14	#12	#1	#6	#2	#5	#8	#4
LOI Reviews	#9	#1	#6	#5	#8	#7	#8	#10	#11	#1	#8	#2	#4	#9	#3

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Accreditation Resources

2022 EPAS Toolkit & Resources

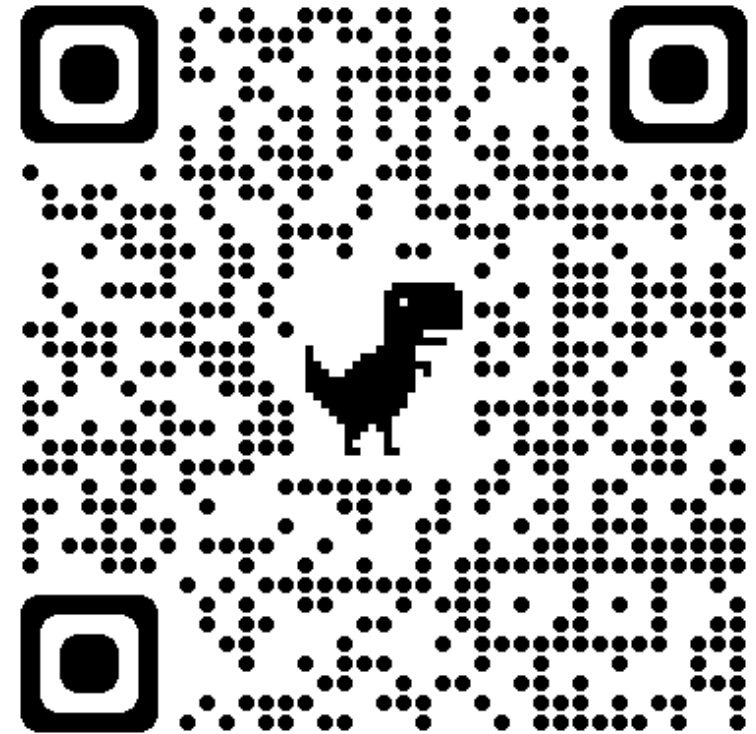
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2022 EPAS Accreditation Toolkit

cswe.org/2022EPAS toolkit



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2022 EPAS Accreditation Toolkit

- [2022 EPAS](#)
- [2022 EPAS Interpretation Guide](#)
- [2015 to 2022 EPAS Crosswalk](#)
- **Templates:**
 - [Self-Study/Initial Accreditation Template](#)
 - [Benchmark 1 Template](#)
 - [Benchmark 2 Template](#)
 - [Substantive Change Proposal Template](#)
 - [Program Response to the Site Visit Report Template](#)
 - [Program Response to the Candidacy Visit Report Template](#)

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2022 EPAS Accreditation Toolkit

- **Fees:**
 - [Reaffirmation Fees and Related Expenses](#)
 - [Candidacy Fees and Related Expenses](#)
- **Eligibility Applications:**
 - [Reaffirmation Eligibility Application](#)
 - [Candidacy Eligibility Application](#)
 - [Initial Accreditation Eligibility Application](#)

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2022 EPAS Accreditation Toolkit

- **Resources:**

- [Accreditation Policy Handbook](#)
- [Accreditation Team Approach Grid](#)
- [Anti-racism, Diversity, Equity, and Inclusion Information \(ADEI\)](#)
- [Document Formatting & Submission Requirements \(Policy 4.7\)](#)
- [Guidance to Programs for Regional Accreditation](#)
- [Frequently Asked Questions](#)
- [Program Outcomes \(Accreditation Standard 5.0.3\) Information](#)

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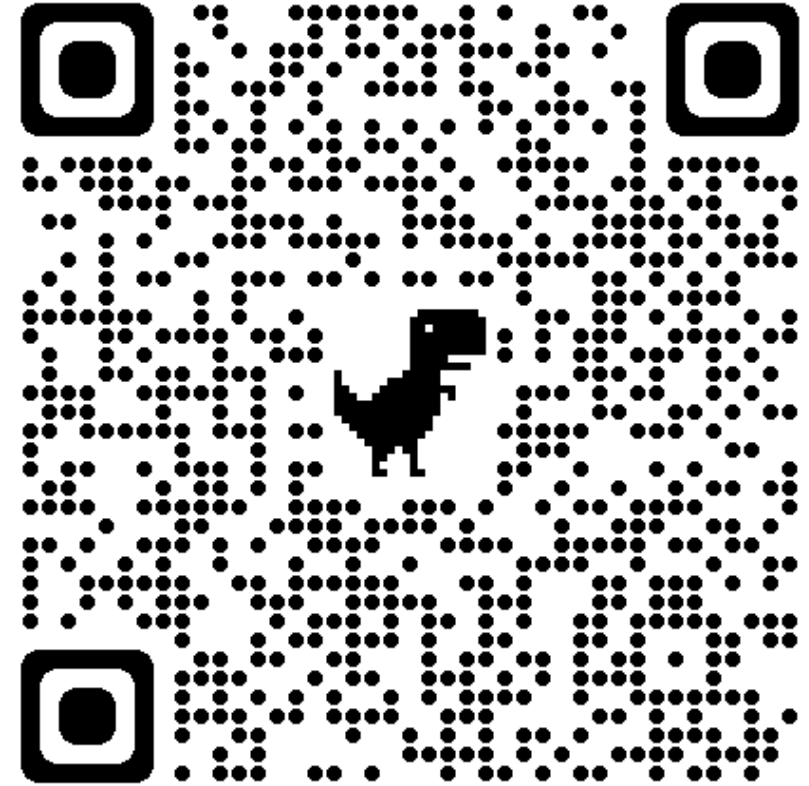
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Interpretation Guide (IG)



EPAS + IG = Dynamic Duo



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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"> • 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"> ○ Life experience ○ Previous work experience • Cite the location of the written policy, including: <ul style="list-style-type: none"> ○ Name of documents, manuals, handbooks, syllabi, platforms, and/or websites ○ Page numbers (if applicable) 	<ul style="list-style-type: none"> • Definition: <ul style="list-style-type: none"> ○ Articulation ○ Course Credit • Examples of how this policy is articulated: <ul style="list-style-type: none"> ○ Prospective student materials ○ Admission packet ○ Syllabi ○ Learning management system ○ Orientation ○ Advising sessions ○ Webinars/online modules ○ Newsletters or other communications ○ Websites • If applicable, describe how this information is actively articulated to students and field personnel beyond written materials (e.g., orientation). • Use subheadings to clearly address each component of the standard. <p>Candidate Programs <i>AS 4.1.5 is reviewed for:</i></p> <ul style="list-style-type: none"> • Approval at Benchmark 1 • Compliance at Benchmark 3
<p>b. The program describes how this policy is articulated.</p>	<ul style="list-style-type: none"> • Explain how stakeholders are actively informed. • Cite the location of the written articulation, including: <ul style="list-style-type: none"> ○ Name of documents, manuals, handbooks, syllabi, platforms, and/or websites ○ Page numbers (if applicable) 	
<p>c. The program addresses all program options.</p>	<ul style="list-style-type: none"> • Explicitly address each program option. 	

Accreditation Policy Handbook

cswe.org/accreditationpolicies



COUNCIL ON SOCIAL WORK EDUCATION

Board of Accreditation (BOA)

Department of Social Work Accreditation (DOSWA)

ACCREDITATION POLICY HANDBOOK

for Baccalaureate and Master's Social Work Program Accreditation

version 9.2023

- 1. Introduction to Accreditation**
- 2. CSWE Department of Social Work Accreditation Services and Resources**
- 3. Board of Accreditation**
- 4. Accreditation Processes**
- 5. Candidacy & Initial Accreditation**
- 6. Reaffirmation**

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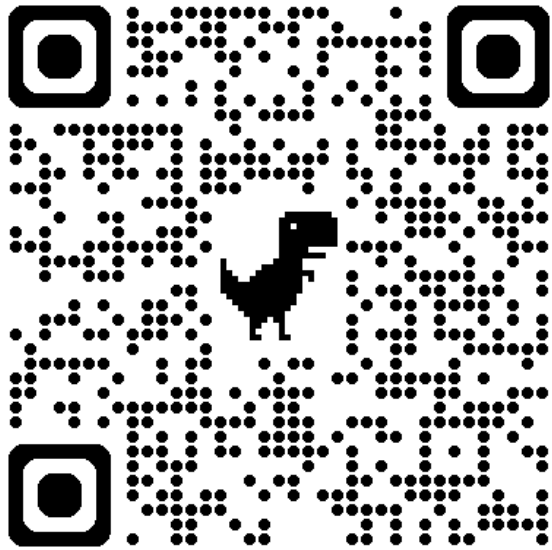
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Accreditation Updates Webinar

Wed., November 5, 2025
1:00-2:00pm (EST)



- “Office hours” with accreditation leadership
- Timely updates on interpretations, policies, resources, training, services, volunteer perks, and *so much more!*
- Q&A
- Questions welcome via the [registration form](#)

Join us!

Webinar will not be recorded due to interactive nature.

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2022 EPAS Training

cswe.org/accreditationtraining



- Designed for baccalaureate and master's social work education programs



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2022 EPAS Training

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- This hybrid training model consists of 2 components:

Self-paced online
learning modules via
the CSWE Learning
Academy

Live (Q&A) sessions
via Zoom

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2022 EPAS Training

cswe.org/accreditationtraining

- Select the option which best aligns with your program's accreditation status:
 - [New Applicant](#)
 - [Pre-candidate & Candidate](#)
 - [Accredited](#)

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Upcoming Live Drop-in Q&A Sessions

Accredited

- Wednesday, November 19, 2025
- 1:00pm-2:30pm ET
- [Register via the Learning Academy](#)

Pre/Candidate

- Thursday, November 20, 2025
- 2:00pm-3:30pm ET
- [Register via the Learning Academy](#)

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Council on Social Work Education
www.cswe.org

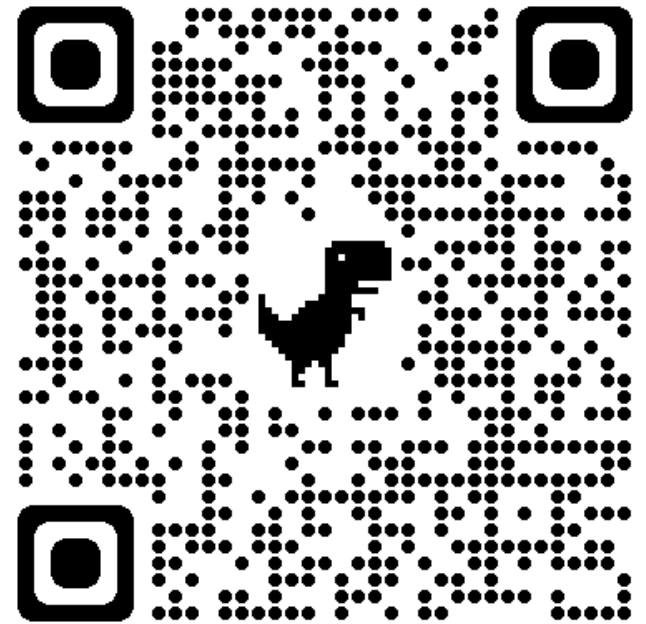




Accreditation Services

cswe.org/accreditationservices

- [Overview/Scope](#)
- [Training](#)
- [New Applicant Program Drop-in Consults](#)
- [Substantive Change Process Drop-in Consults](#)
- International Social Work Degree Review
([ISWDRES](#))



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Accreditation Services

We're here year-round!

Learn more at:

cswe.org/accreditationservices



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Where can we discuss ADEI practices in this current climate?

- Great question for educational association/best-practices!
- This annual conference
- [JSWE special issue](#) on the impact of anti-DEI movements on social work education (anticipated Winter 2025)
- *Resource:* [Spark Community](#)

CSWESPAK★

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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](#)!

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How can members be actively involved in CSWE?



- 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*)

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How can members be actively involved in CSWE?

- [Submit or review proposals](#) for the CSWE 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!**



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What role can YOU play in the development of the next version of the EPAS?

- Volunteer for COEP or BOA (*site visit experience required*)
- Provide feedback on the next 2029 EPAS as a group/organization
- Continue posing questions and providing ideas about implementation of the current EPAS



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Questions, Comments, & Curiosities



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Gratitude from Your Facilitators



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