



COUNCIL ON SOCIAL WORK EDUCATION

Board of Accreditation (BOA)
Department of Social Work Accreditation (DOSWA)

2022 EPAS
General Questions Bank for Site Visitors
for Baccalaureate and Master's Social Work Programs
Updated July 2025

All site visitors reviewing programs using the 2022 EPAS for reaffirmation ask programs general questions to understand stakeholder experiences and gather information related to all five (5) accreditation standards on behalf of the BOA. Site visitors select questions from this General Questions Bank. For each general question, visitors include the question(s) asked, the stakeholder(s) asked, and their findings based on the discussion at the visit and any objective observations in the site visit report. Site visitors must discuss general questions related to all five (5) accreditation standards over the course of the visit, yet each visitor decides the question(s) from this General Questions Bank deemed appropriate to collect the information from program stakeholders.

This bank was developed by the Department of Social Work Accreditation (DOSWA) and the Board of Accreditation (BOA). Site visitors are encouraged to choose the general questions according to the unique context of the program after reviewing the program's self-study and BOA-issued Letter of Instruction (LOI).

Accreditation Standards:

- 1.0 Program Mission
- 2.0 Anti-Racism, Diversity, Equity, and Inclusion (ADEI)
- 3.0 Explicit Curriculum
- 4.0 Implicit Curriculum
- 5.0 Assessment

Program Stakeholders:

- With whom the visitors will meet:
 - President/chancellor (or designee)
 - Primary Contact
 - Program Director (if different than primary contact)
 - Field Education Director
 - Faculty
 - Students
- Optional stakeholder meetings:
 - Field Instructors
 - Community Advisory Board (if applicable)
 - Deans or other program administrators
 - Other stakeholders specific to the program's context

Accreditation Standard 1.0: Program Mission

For Institutional Administrators:

- How does the social work program fit into the institutional mission?
- How does the social work program contribute to the overall institution mission?
- What is the institution's vision for the program?
- What is the social work program's impact at the institution?

For Faculty:

- How have faculty been involved in the creation and maintenance of the mission?
- How is the mission reflected in the curriculum and operation of the program?
- How are you operationalizing the program's mission?
- How often does the program engage in review and renewal of the program's mission?
- Is the program making any enhancements or changes to the program's mission? If yes, what are the changes and why?
- What are the strengths of the program's mission?

For Students:

- How is the mission reflected in the curriculum and operation of the program?
- Do you think the program's mission reflects consistency with social work purpose and values?
- What are the strengths of the program's mission?

For Advisory Board/Field Instructors (if applicable):

- How have you assisted the program in carrying out its mission?
- What are the strengths of the program's mission?

Accreditation Standard 2.0: Anti-Racism, Diversity, Equity, and Inclusion (ADEI)

For Institutional Administrators:

- How does the institution support the program in challenging students to better understand themselves and others?
- What steps has your institution taken to ensure representation of faculty, staff, and students have a wide variety of backgrounds, experiences, and perspectives?
- What services and/or support do you provide to ensure all students, faculty, and staff are welcomed and respected?
- How does the institution support the program's diversity efforts?

For Faculty:

- How does the program approach the vast range of student learning needs, including intentional planning and implementation of individualized practices and pedagogies in the explicit curriculum that reduce barriers while optimizing accessibility for students?
- How do you integrate anti-racism, diversity, equity, and inclusion (ADEI) approaches across the curriculum?

- How does the program cultivate an environment in which individuals from a wide array of backgrounds, perspectives, and experiences feel a sense of belonging?
- How does the program ensure a welcoming and respectful atmosphere where all students, faculty and staff thrive?
- How does the program model/teach/support an environment that embraces difference of opinion, beliefs, and thought?
- How do you model anti-racist and anti-oppressive practice?
- How do you model a commitment to cultural humility?
- How do you foster an equitable and inclusive learning environment by facilitating important ADEI discourse?
- How does the program challenge students to better understand themselves and others?

For Students:

- Do you see yourself represented by the faculty population?
- How does the program integrate anti-racism, diversity, equity, and inclusion (ADEI) approaches across the curriculum?
- How do faculty and administrators model anti-racist and anti-oppressive practice?
- How do faculty and administrators model a commitment to cultural humility?
- How do faculty and administrators foster an equitable and inclusive learning environment by facilitating important ADEI discourse?
- How does the program address the vast range of student learning needs and reduce barriers while optimizing accessibility?
- Has the program prepared you to practice through an anti-racist and anti-oppressive lens?
- Has the program prepared you to practice with clients from a wide array of backgrounds, perspectives, and experiences?
- What are the program's intentional efforts that help students feel a sense of belonging within the program?
- How does the program model/teach/support an environment that embraces difference of opinion, beliefs, and thought?

For Field Instructors (if applicable):

- What are the strengths and challenges of the program's social work students?
- What steps has the program taken to ensure students practice with historically and currently oppressed populations?
- What steps has the program taken to ensure students practice with clients from a wide array of backgrounds, perspectives, and experiences?

Accreditation Standard 3.0: Explicit Curriculum

For Institutional Administrators:

- How is the institution involved in the program's curriculum design, course content development, and field education curriculum?
- How does the institution support the program's commitment to ADEI in its explicit curriculum?

For Faculty:

- How is the explicit curriculum informed by the program context and learning environment?
- How is the program's commitment to ADEI reflected in its explicit curriculum?
- What are some examples of how the program incorporates global positionality, interdisciplinary perspectives, and comparative analysis regarding policy, practice, and research?
- How is the explicit curriculum informed by the program context and stakeholders?
- How is the program's commitment to continuous curriculum improvement guided by evolving contemporary science and interprofessional research?

For Students:

- How is the program's commitment to ADEI reflected in its explicit curriculum?
- Do you have ample opportunities to participate and provide input into the development and delivery of the explicit curriculum?
- **Baccalaureate Program ONLY:** How does the program prepare you with the knowledge, values, skills, and cognitive and affective processes for professional practice with individuals, families, groups, organizations, and communities?
- **Master's Program ONLY:** How does the program prepare you with the knowledge, values, skills, and cognitive and affective processes for professional practice with individuals, families, groups, organizations, and communities at both generalist and specialized levels?

For Advisory Board/Field Instructors (if applicable):

- How is the explicit curriculum informed by the program context and stakeholders?
- How is program's commitment to ADEI is reflected in its explicit curriculum?

Accreditation Standard 4.0: Implicit Curriculum

For Institutional Administrators:

- What are the resources planned for the program over the next five years?
- Is the social work program growing?

For Program Administrators:

- How do program faculty represent a wide variety of perspectives for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers?
- How do faculty demonstrate sufficient educational qualifications and experience related to the nine social work competencies?
- How do you exercise autonomy in designing an administrative and leadership structure that reflects and affirms respect differing backgrounds, perspectives, and experiences?
- What are the resource strengths of the program?
- What resources are a need for continuous improvement?
- How does the program engage with and support program alumni?
- How is program's commitment to ADEI is reflected in its implicit curriculum?

For Faculty:

- How is the implicit curriculum informed by the program context and learning environment?
- How is program's commitment to ADEI is reflected in its implicit curriculum?
- Are you provided with opportunities, resources, and support for professional growth and innovation?
- How do you develop curriculum and formulate and implement policies that support the education of culturally competent social workers?
- What are the resource strengths of the program?
- What resources are a need for continuous improvement?

For Students:

- Is your professional development as a social worker supported outside of the classroom?
- Do you have ample opportunities to participate and provide input into the development and delivery of the implicit curriculum?
- What are the strengths and areas for improvement in terms of academic advising?
- What are the strengths and areas for improvement in terms of professional advising?
- How is program's commitment to ADEI is reflected in its implicit curriculum?
- What are the resource strengths of the program?
- What resources are a need for continuous improvement?

For Advisory Board/Field Instructors (if applicable):

- How is the implicit curriculum informed by the program context and learning environment?
- What are the resource strengths of the program?
- What resources are a need for continuous improvement?

Accreditation Standard 5.0: Assessment

For Institutional Administrators:

- How does the institution support the program's assessment requirements?
- How does the institution support collecting program outcomes (e.g. graduation rates)?
- Does the program's assessment plan fit within the assessment needs of the institution?
- What support does your institution provide to its program to ensure it is able to meet its assessment benchmarks?

For Faculty:

- How does the program prepare faculty to assess student competency consistently?
- Do you feel prepared to assess student competency?
- Describe a data-based change(s) the program has made recently.
- How are you involved in collecting program outcomes (e.g. graduation rates)?
- What are the strengths of the program's assessment strategies?
- What are your suggestions for improving the program's assessment outcomes?

For Students

- How are you engaged in the assessment process?
- What do you know about your program is assessing student competencies?
- Are there any changes you would recommend making to the program's assessment plan?

- What changes have you seen to your program based on the review of assessment outcomes?
- What are the strengths of the program's assessment strategies?

For Advisory Board (if applicable):

- How are you informed of assessment outcomes?
- What are the strengths of the program's assessment strategies?

For Field Instructors (if applicable):

- How are you involved in assessment of students?
- How does the program prepare field personnel to assess student competency consistently?
- How are you informed of assessment outcomes?
- What are the strengths of the program's assessment strategies?