CSWE

Rooted *in* Resilience

HONORING THE PAST, GROUNDING THE PRESENT

CSWE ANNUAL CONFERENCE | ATLANTA, GA | OCTOBER 22–25, 2026

Sharing Your Program's Story

Learning From 2022 EPAS BOA Review Trends

Land Acknowledgement

CSWE acknowledges that its office is located on ancestral lands of Indigenous Peoples throughout the continental United States, Alaska, Hawaii, and territories. This is true of the cities where CSWE events occur and the areas where council staff and volunteers reside. Indigenous Peoples had and continue to have extended networks of relatives that include human and nonhuman life as well as the seen and the unseen across diverse geopolitical and ecological spaces. Sacred ties to the land and water distinguish Indigenous Peoples from all other people or cultures. Despite the genocide, relocation, and removal of millions of Indigenous Peoples from those areas, ties to these networks and lands have persevered through centuries of oppression, colonization, appropriation, and other efforts to erase these cultures.

Our organization is committed to achieving social justice and equity for Indigenous Peoples in ways that respect their ancient cultures and sovereign rights and that address a legacy of colonization and oppression. Social work education strives to prepare tomorrow's practitioners to effect social change for all people. With humility, we recognize and respect all Indigenous Peoples and their ties to the land.

Learn more here.

Today's Facilitator



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

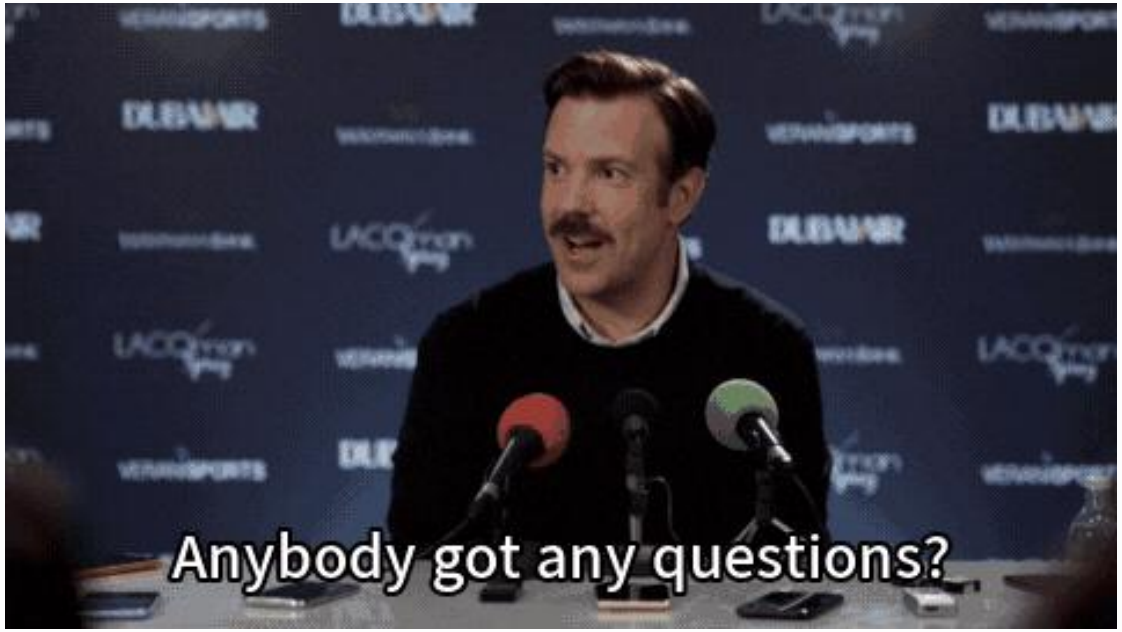
Housekeeping

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



Ask Us Your Questions!

SCAN ME



https://forms.cloud.microsoft/r/p7M7pp2nit

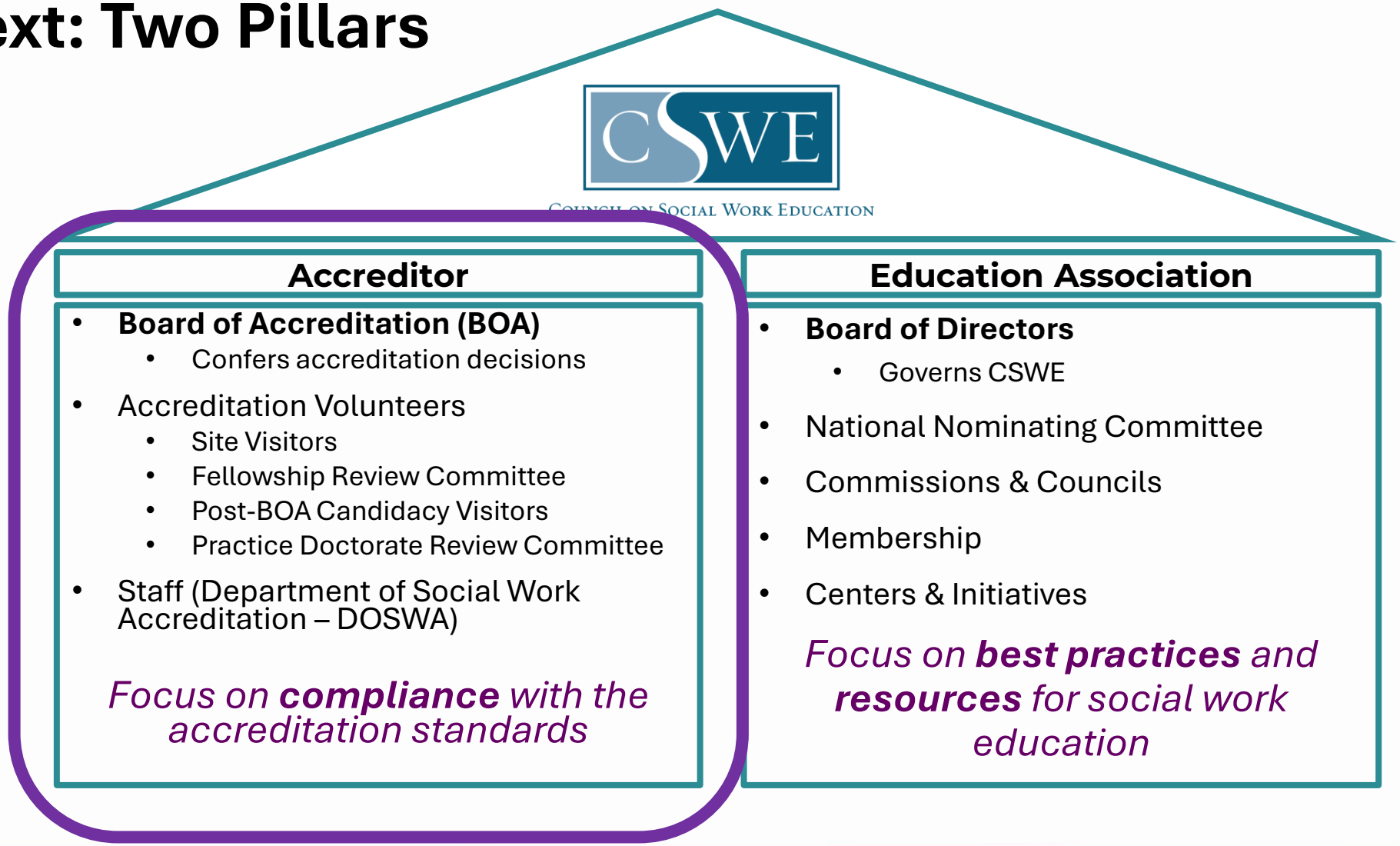
Learning Objectives

1. Identify the **most cited standards**.
2. Learn tips for **avoiding common errors** when implementing the standards or writing a self-study or accreditation document.
3. Discover how these **standards are flexible by design**, allowing programs to tell their **unique story**.
4. Learn how to access and utilize **accreditation resources**, maximizing your accreditation process inputs and outputs.

Agenda

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

CSWE Context: Two Pillars



Most Cited Accreditation Standards

*Learning objective #1: Identify the **most cited standards**.*

Data Collection

- Review of full self-studies to issue Letter of Instruction (LOIs) for reaffirmation site visits
  - n = 214
- *Timeframe:* October 2023 – June 2026
- Data highlights
  - **Quantitative analysis:** frequency of citations
  - **Qualitative analysis:** rationale for citations by compliance statements and themes

#	Accreditation Standard	Summary of the Standard	Number of Citations (percentage cited)
1	AS 5.0.1(a)	Competency Assessment Plan	99 (46%)
2	AS 5.0.1(c)	Competency Data-informed Program Changes	85 (40%)
3	AS 3.1.2	Generalist Practice Curriculum Matrix	81 (38%)
4	AS 5.0.1(d)	Public Posting of Competency Assessment Data	80 (37%)
5	AS 5.0.1(b)	Competency Assessment Data	71 (33%)
6	AS 5.0.2(b)	ADEI Implicit Curriculum Assessment Data & Data-informed Changes	65 (30%)
7	AS 3.3.7	Employment-based Field Placements	62 (29%)
7	AS 4.1.7	Student Performance Evaluation, Termination, & Due Process	61 (29%)
8	AS 2.0.2	ADEI Implicit Curriculum Efforts	58 (27%)
9	AS B/M4.2.1	Minimum Required Faculty, Faculty Summary Form, & Faculty Data Forms	56 (26%)
9	AS B/M4.2.3	Faculty-to-Student Ratio	56 (26%)

2022 EPAS | Most Cited Accreditation Standards

Tips for Avoiding Common Errors

*Learning objective #2: Learn tips for **avoiding common errors** when implementing the standards or writing a self-study or accreditation document.*

Format Key

Accreditation Standard

- % of self-study reviews cited ***Accreditation Standard (AS) #.#.#***
- # of citations: # out of **214** LOI reviews

AS #.#.#

It’s a Tie for #9!



Faculty-to-student Ratio

- **26%** of self-study reviews cited ***AS B/M4.2.3***
- # of citations: **56** out of 214

#9

AS B/M4.2.3

Tips | Faculty-to-student Ratio

- **Focus:** Numerical faculty-to-student ratio with detailed explanation
- **Common Errors:**
  - Omitted or unclear description of ratio calculation
    - Explain your formulas and show your step-by-step math
- Inconsistent number of faculty identified throughout the self-study, including in the *AS B/M4.2.1 Faculty Summary Form*

AS B/M4.2.3

Faculty Forms

- **26%** of self-study reviews cited ***AS B/M4.2.1***
- # of citations: **56** out of 214

#9

AS B/M4.2.1

Tips | Faculty Forms

- **Focus:** Faculty roster and composition explained via the *Faculty Summary Form* and *Faculty Data Forms*
- **Common Errors:**
  - Not including all full-time and part-time faculty
  - Inconsistencies or administrative errors (e.g., degree dates inconsistent, missed check boxes on the form, inconsistent faculty identified between forms, years of practice experience does not match on both forms)
- Inconsistencies in number or names of faculty identified throughout the self-study

AS B/M4.2.1

Form AS 4.2.1 | Faculty Summary Form

#	Name of Each Full- and Part-time Faculty Member (in alphabetical order)	Title	Full-time Faculty Member?	Full-time Appointment to Social Work? (Select N/A if not full-time faculty)	Faculty Member's Program of Principal Assignment? (Select N/A if not full-time faculty)	% of Assigned Time to Program Level Under Review
1			☐ Yes ☐ No	☐ Yes ☐ No ☐ N/A	☐ Baccalaureate ☐ Master's ☐ Other [specify] ☐ N/A	%
2			☐ Yes ☐ No	☐ Yes ☐ No ☐ N/A	☐ Baccalaureate ☐ Master's ☐ Other [specify] ☐ N/A	%

Form AS 4.2.1 | Faculty Summary Form

Degree from CSWE-Accredited Master's Program?	Doctoral Degree?	Number of Years of Post-BSW Practice Experience	Number of Years of Post-MSW Practice Experience	Teaching Practice Courses?
☐ Yes ☐ No	☐ Yes ☐ No	Insert # of N/A	Insert # of N/A	☐ Yes ☐ No
☐ Yes ☐ No	☐ Yes ☐ No	Insert # of N/A	Insert # of N/A	☐ Yes ☐ No

Faculty Data Form

Name of Faculty Member: Insert text here

Faculty member has a master's degree in social work from a CSWE-accredited program.

☐ Yes
☐ No

Faculty member has at least two years of post-master's social work degree practice experience in social work.

☐ Yes
☐ No

Faculty Data Form

Degree(s) Earned

[Delete this help text before submission: Duplicate table for each academic institution, and ensure consistency with the Faculty Summary Form.]

Degree:	
Major (if applicable):	
Institution Granting Degree:	
Date Awarded:	

[Delete this help text before submission: If faculty member has internationally earned degree(s), submit a copy of the ISWDRES evaluation letter in accreditation documents].

Faculty Data Form

Academic Appointment(s)

[Delete this help text before submission: Duplicate table for each academic institution, and ensure consistency with the Faculty Summary Form.]

Employing Academic Institution:	
Title(s):	
Location:	City, State/District/Territory
Start Date:	MM/YYY
End Date:	MM/YYY

Faculty Data Form

Post–Master's Social Work Practice Experience

[Delete this help text before submission: Social work practice experience is calculated in relation to the total number of hours of full-time and equivalent professional practice experience.]

	Year(s)	Month(s)
Total Post-Master's Social Work Practice Experience:		

[Delete this help text before submission: Duplicate table for each position held, and ensure consistency with the Faculty Summary Form.]

Employer:	
Title(s):	
Location:	City, State/District/Territory
Start Date:	MM/YYY
End Date:	MM/YYY

Faculty Data Form



Post–Baccalaureate Social Work Practice Experience (Optional)

[Delete this help text before submission: Social work practice experience is calculated in relation to the total number of hours of full-time and equivalent professional practice experience.]

	Year(s)	Month(s)
Total Post-Baccalaureate Social Work Practice Experience:		

[Delete this help text before submission: Duplicate table for each position held, and ensure consistency with the Faculty Summary Form.]

Employer:	
Title(s):	
Location:	City, State/District/Territory
Start Date:	MM/YYY
End Date:	MM/YYY

ADEI Implicit Curriculum Efforts

- **27%** of self-study reviews cited ***AS 2.0.2***
- # of citations: **58** out of 214

#8

AS 2.0.2

Tips | ADEI Implicit Curriculum Efforts

- **Focus:** Specific and continuous ADEI implicit curriculum efforts
- **Common Errors:**
  - Efforts are not specific to ***program-level*** *(i.e., baccalaureate or master's)*
  - Does not address program's active role in departmental or institutional collaborations
  - Efforts do not address ***each*** ADEI ***area***
    - Programs can select their own terminology to describe ADEI (e.g., access, opportunity, belonging, fairness, openness, respect) – *and still must connect each effort to the chosen terminology*

AS 2.0.2

It’s a Tie for #7!



Policies: Professional Performance, Academic Performance, & Grievance

- **29%** of self-study reviews cited ***AS 4.1.7***
- # of citations: **61** out of 214

#7

AS 4.1.7

Tips | Policies: Professional Performance, Academic Performance, & Grievance

- **Focus:** Policies for:
  - Evaluating student academic performance
  - Evaluating student professional performance
  - Termination from program
  - Due process for academic performance grievance
  - Due process for processional performance grievance
  - Due process for termination grievance

AS 4.1.7

Tips | Policies: Professional Performance, Academic Performance, & Grievance

- **Common Errors:**
  - Does not provide copied/pasted written policies for evaluating **professional performance**
    - Professional performance policies do not address student professional performance in ***both*** field education ***and*** other educational spaces
  - Does not provide copied/pasted written policies for **professional performance** grievance

AS 4.1.7

Employment-based Field Placements

- **29%** of self-study reviews cited ***AS 3.3.7***
- # of citations: **62** out of 214

#7

AS 3.3.7

Tips | Employment-based Field Placements

- **Focus:** Employment-based field placement policies
- **Common Errors:**
  - Omitting how the program assists students with field education continuation or change when student becomes unemployed
  - No distinction between field education supervision and employment supervision time, even when the same supervisor provides both

AS 3.3.7

ADEI Assessment Data & Outcomes

- **30%** of self-study reviews cited ***AS 5.0.2(b)***
- # of citations: **65** out of 214

#6

AS 5.0.2(b)

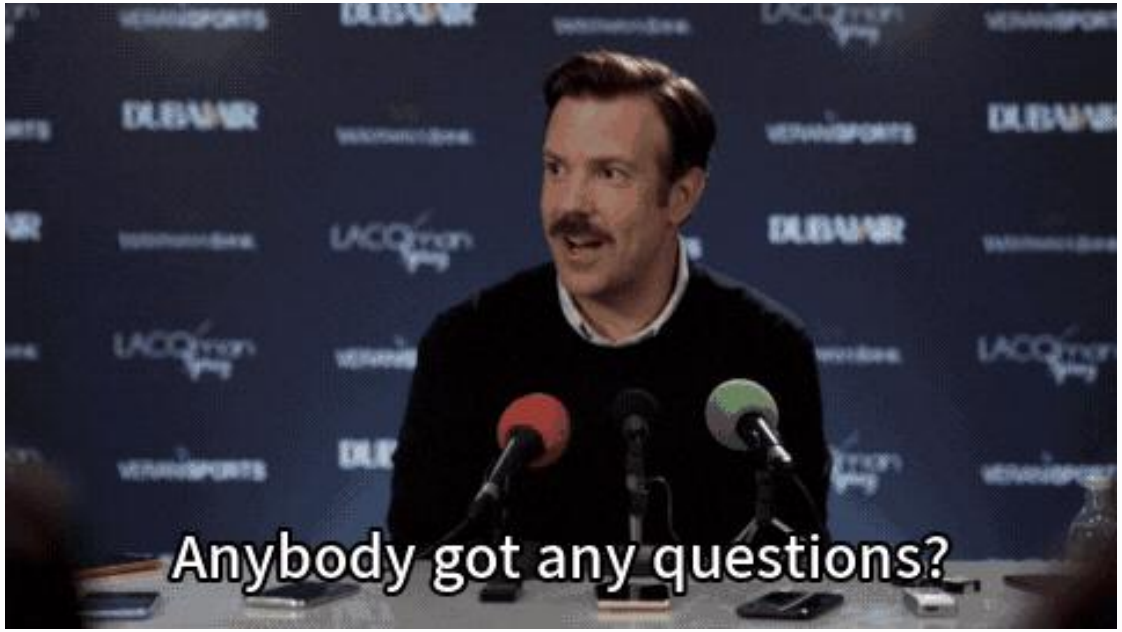
Tips | ADEI Assessment Data & Outcomes

- **Focus:** ADEI implicit curriculum assessment data and outcomes
- **Common Errors:**
  - from AS 5.0.2(a) – in other words, the ADEI implicit curriculum assessment plan required clarification and the data was cited to follow-up in case the plan changed
  - Did not present any data or its most recent year of data

AS 5.0.2(b)

Ask Us Your Questions!

SCAN ME



https://forms.cloud.microsoft/r/p7M7pp2nit

Recent Competency Assessment Data Form

- **33%** of self-study reviews cited ***AS 5.0.1(b)***
- # of citations: **71** out of 214

#5

AS 5.0.1(b)

Tips | Recent Competency Outcomes Form

- **Focus:** Most recent outcomes [*Form AS 5.0.1(b)*] from competency-based assessment plan in AS 5.0.1(a)
- **Common Errors:**
  - from AS 5.0.1(a), in other words, the competency assessment plan required clarification and the data was cited to follow-up in case the plan changed
  - Partial or incomplete data provided

AS 5.0.1(b)

Public-posting of Competency Assessment Data

- **37%** of self-study reviews cited ***AS 5.0.1(d)***
- # of citations: **80** out of 214

#4

AS 5.0.1(d)

Tips | Public-posting of Competency Assessment Data

- **Focus:** Submit *Form AS 5.0.1(d)* and accessible webpage link to public reporting of data and outcomes

Baccalaureate Programs:
Form B5.0.1(d)



Master's Programs:
Form M5.0.1(d)



AS 5.0.1(d)

Tips | Public-posting of Competency Assessment Data

- **Common Errors:**
  - From AS 5.0.1(a, b, and/or c) in other words, the competency assessment plan or data required clarification and this standard was cited to follow-up
  - Hyperlink issues:
    - Hyperlink is inaccessible or broken
    - Hyperlink directs to file (e.g., PDF) or password protected cloud rather than program's public-facing and easily accessible website
    - Inconsistent data presented AS 5.0.1(b and d)
  - Alternative assessment forms (without competency titles) available

AS 5.0.1(d)

Generalist Practice Curriculum Matrix

- **38%** of self-study reviews cited ***AS 3.1.2***
- # of citations: **81** out of 214

#3

AS 3.1.2

Tips | Generalist Practice Curriculum Matrix

- **Focus:** Explain how generalist competencies, dimensions, and system levels are taught to all students via consistent course content
- **Common Errors:**
  - For one or more competencies, omits or does not adequately address:
    - All **four** dimensions – knowledges, values, skills, and cognitive & affective processes (applicable to competencies 1-9)
    - All **five** system levels – individuals, families, groups, organizations, and communities (applicable to competencies 6-9)

AS 3.1.2

Tips | Generalist Practice Curriculum Matrix

- **Common Errors:**
  - The matrix content **must** match the syllabus content **and** clearly reflect the competency, dimension(s), and/or system level(s).
    - Do not artificially tag competencies, dimensions, or system levels to course content unless it is specifically designed to explicitly address each element tagged.

AS 3.1.2

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
		☐ Knowledge ☐ Values ☐ Skills ☐ Cognitive & Affective Processes	
		☐ Knowledge ☐ Values ☐ Skills ☐ 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
		☐ Knowledge ☐ Values ☐ Skills ☐ Cognitive & Affective Processes	☐ Individuals ☐ Families ☐ Groups ☐ Organizations ☐ Communities	
		☐ Knowledge ☐ Values ☐ Skills ☐ Cognitive & Affective Processes	☐ Individuals ☐ Families ☐ Groups ☐ Organizations ☐ Communities	

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
		☐ Knowledge ☐ Values ☐ Skills ☐ Cognitive & Affective Processes	☐ Individuals ☐ Families ☐ Groups ☐ Organizations ☐ Communities	
		☐ Knowledge ☐ Values ☐ Skills ☐ Cognitive & Affective Processes	☐ Individuals ☐ Families ☐ Groups ☐ Organizations ☐ Communities	

Which course content to include?

For each competency…

Check **all of the following** for **each** piece of course content:

- ☐ Required course
- ☐ Required content, all students receive consistently
- ☐ Best examples
- ☐ Clear and explicit linkage each tagged element [i.e., competency, dimension(s), and system level(s)]
- ☐ Demonstrates competency-based learning
- ☐ Classroom-based (not field placement tasks)
- ☐ Matches syllabus

How many examples of course content to include?

For each competency…

Include as many examples of required course content needed to:

- ☐ Demonstrate strong competency-based learning (*this is your program's map to competence and professional readiness*)
- ☐ Demonstrate the whole competency in its entirety per the competency title and descriptive paragraph
- ☐ Ensure each dimension (i.e., knowledge, values, skills, and cognitive & affective processes) is addressed once minimally
- ☐ For competencies 6-9, ensure each system level (i.e., individuals, families, groups, organizations, and communities) is addressed once minimally

For each competency, ask…

Can a prospective student, BOA reviewer, site visitor, or other external party understand your **curricular map** by reviewing only the content provided within the matrix and corresponding syllabi?

Competency Continuous Quality Improvement (CQI)

- **40%** of self-study reviews cited ***AS 5.0.1(c)***
- # of citations: **85** out of 214

#2

AS 5.0.1(c)

Tips |

Competency Continuous Quality Improvement (CQI)

- **Focus:** Formal mechanism for reviewing competency assessment plan and data, then identify data-linked changes to the explicit curriculum
- **Common Errors:**
  - from AS 5.0.1(a, b, and/or d) in other words, the competency assessment plan or data required clarification and this standard was cited to follow-up
  - Omits explicit curriculum changes or rationale for not making changes, with clear links to the data for either approach

AS 5.0.1(c)

CQI Reflection Prompts

Review these prompts with your admin team, assessment coordinator, curriculum committee, or faculty team:

- 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?

Example of Data-informed Curricular 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%)."

Drumroll…

any educated guesses on the #1 most commonly cited standard?



Hint: it was shared earlier in this presentation

Competency Assessment Plan

- **46%** of self-study reviews cited ***AS 5.0.1(a)***
- # of citations: **99** out of 214

#1

AS 5.0.1(a)

Tips | Competency Assessment Plan

- **Focus:** Competency-based assessment plan [*Form AS 5.0.1(a)*] and corresponding instruments

AS 5.0.1(a)

Form AS 5.0.1(a) | Student Achievement Assessment Plan Generalist Practice

Competency 1: Demonstrate Ethical and Professional Behavior

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
			☐ Yes ☐ No	☐ Program Faculty ☐ Field Personnel	☐ Students are assessed at the behavior level ☐ Students are assessed at the competency level		% inclusive of all instruments
			☐ Yes ☐ No	☐ Program Faculty ☐ Field Personnel	☐ Students are assessed at the behavior level ☐ Students are assessed at the competency level		
Insert a new row for each additional instrument, otherwise delete this row			☐ Yes ☐ No	☐ Program Faculty ☐ Field Personnel	☐ Students are assessed at the behavior level ☐ Students are assessed at the competency level		Merge final column if additional instrument(s) are added

Form AS 5.0.1(a) | Student Achievement Assessment Plan Generalist Practice

Competency 1: Demonstrate Ethical and Professional Behavior

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
			☐ Yes ☐ No	☐ Program Faculty ☐ Field Personnel	
			☐ Yes ☐ No	☐ Program Faculty ☐ Field Personnel	

Form AS 5.0.1(a) | Student Achievement Assessment Plan Generalist Practice

Competency 1: Demonstrate Ethical and Professional Behavior

Instrument Name		**Level of Assessment**	**Instrument:** Expected Level of Achievement	**Competency 1:** Expected Level of Achievement
	. . .	☐ Students are assessed at the behavior level ☐ Students are assessed at the competency level		% inclusive of all instruments
	. . .	☐ Students are assessed at the behavior level ☐ Students are assessed at the competency level		

Tips | Competency Assessment Plan

- **Common Errors:**
  - Unclear or misalignment of course-embedded instrument with:
    - How assignment measures competency
    - Assignment description
    - Scoring rubric

AS 5.0.1(a)

Form AS 5.0.1(a) | Student Achievement Assessment Plan
Generalist Practice

Competency 1: Demonstrate Ethical and Professional Behavior

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
			☐ Yes ☐ No	☐ Program Faculty ☐ Field Personnel	☐ Students are assessed at the behavior level ☐ Students are assessed at the competency level		% inclusive of all instruments
			☐ Yes ☐ No	☐ Program Faculty ☐ Field Personnel	☐ Students are assessed at the behavior level ☐ Students are assessed at the competency level		

2022 EPAS
Reaffirmation/Initial Accreditation Self-Study | Volume 1

Accreditation Standard 5 – Assessment

Accreditation Standard 5.0.1(a): […]

Compliance statement b. The plan includes: […]

vi. Copies of all instruments used to assess the nine social work competencies (and any additional competencies added by the program), including assignment descriptions, scoring rubrics, and other relevant materials:

Embed copies of instruments and other relevant materials here

Tips | Competency Assessment Plan

- **Common Errors:**
  - Instrument/rubric directly assess areas outside of the competency (e.g., APA formatting, timely submission, grammar)
  - Field instrument:
    - Does not list ALL behaviors
    - Includes “N/A” or “No Opportunity” rating

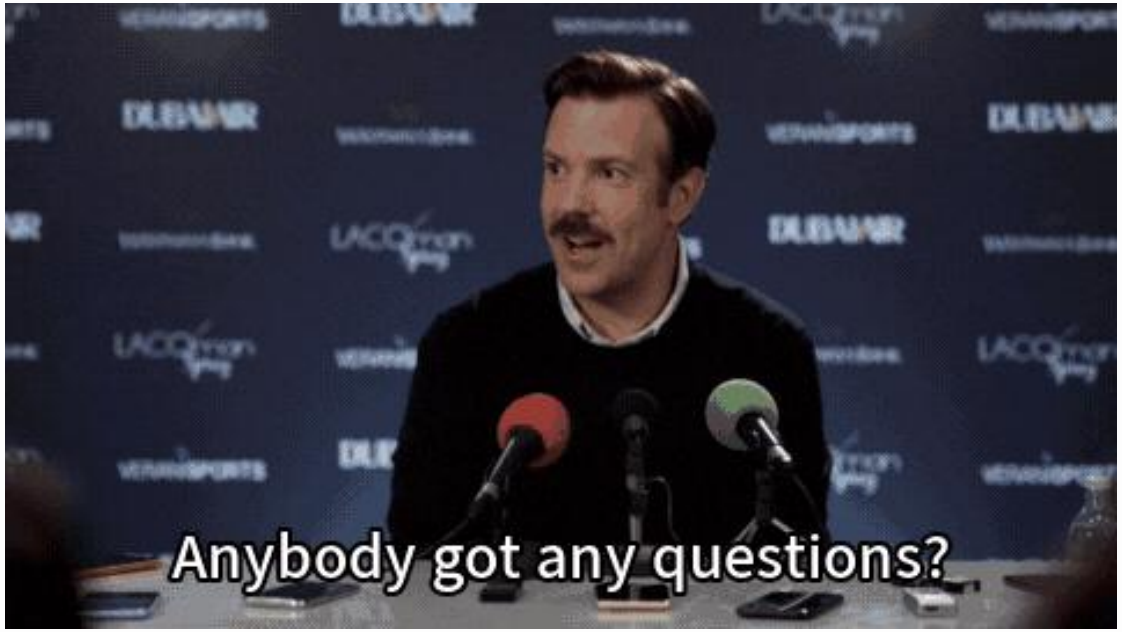
AS 5.0.1(a)

Freebie Assessment Slide Deck& Training Courses

- 175+ assessment slide deck available in the app or post-conference for download at: cswe.org/training
  - **Title:** “2022 EPAS Assessment Essentials: Compliance as a Compass to Accreditation”
- Follow the link above and enroll in accreditation hybrid training course at no cost!

Ask Us Your Questions!

SCAN ME



https://forms.cloud.microsoft/r/p7M7pp2nit

Storytelling

*Learning objective #3: Discover how these **standards are flexible by design**, allowing programs to tell their **unique story**.*

Your Board of Accreditation (BOA)

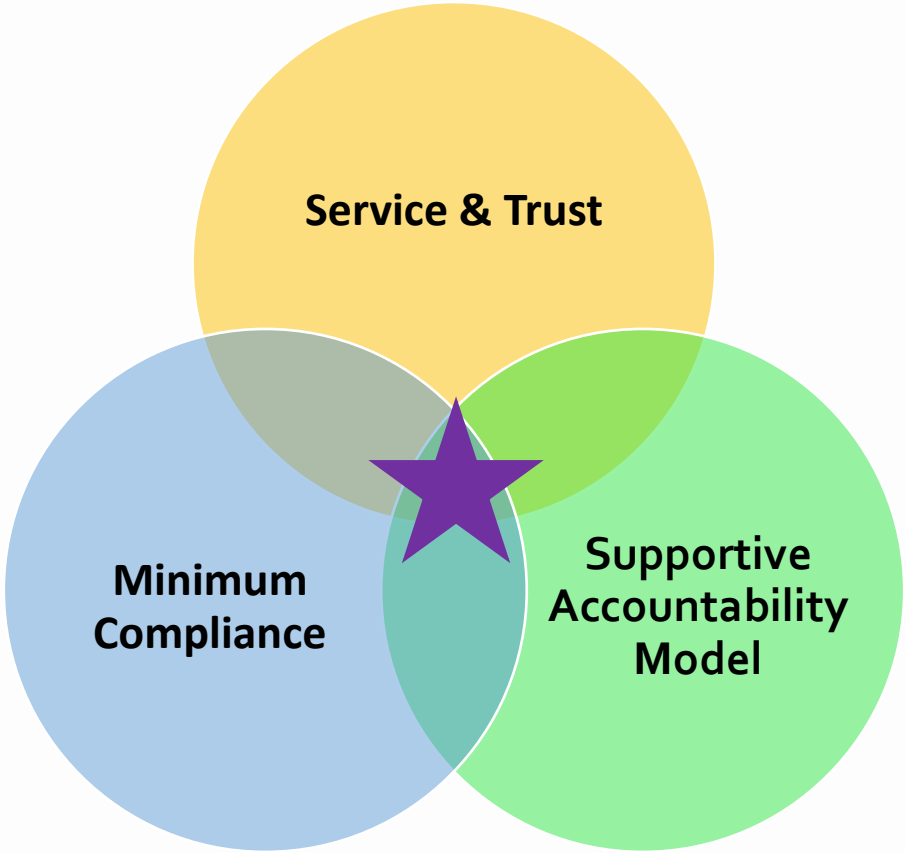
- BOA members:
  - Fellow social work educators
  - Volunteers
  - Active CSWE membership
- CHEA-recognized



Peer-review Process

- Accreditation is a peer-review process
- BOA is the sole and final arbiter of compliance
  - ***CSWE staff cannot determine compliance.***
- Multi-phased to provide due process
- Multi-modality (i.e., written narratives, interactive visits) to understand context and story

Decision-making Framework



Minimum Compliance

- Considered quality threshold
- Meet requirements using the standards and Interpretation Guide
- Flexibility to exceed the minimum
- CSWE-BOA sets the floor; programs set the ceiling!



The sky is the limit!

Studying your educational program produces the…





Anatomy of an Accreditation Standard

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

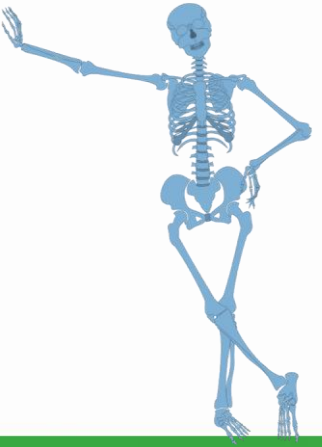
a. The program provides the policy indicating that it does not grant social work course credit for life experience or previous work experience.

b. The program describes how this policy is articulated.

c. The program addresses all program options.

Standard

Compliance Statements



3 components to demonstrate full compliance for AS 4.1.5:

a. Written policy
b. How policy is articulated/shared
c. Similarities/differences for complying across all program options

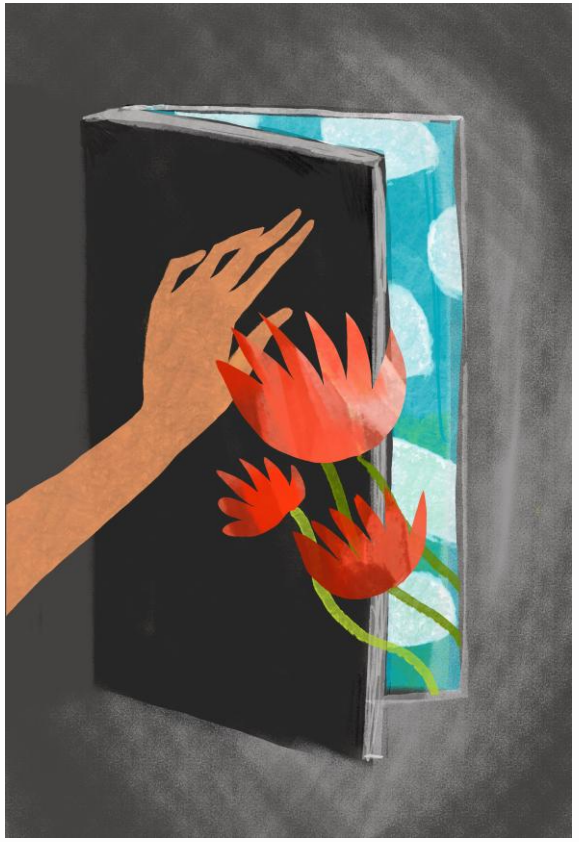
Storytelling

- Some standards ask you to share facts and figures, while invite context, narrative, and stories
- Specificity is key!
- View accreditation as an opportunity to shine a bright light on your program's unique identity



How To Tell Your Program's Story

- **Before putting pen to paper:** Understand the standard by reading the Interpretation Guide
- Allow the required template to guide you
- Address each compliance statement
- Write clearly and concisely
  - Be specific, not general/vague
  - BOA cannot assume anything or access outside links
  - Don't bury the evidence



How To Tell Your Program's Story



- Use the standard language in your responses
- Be program-specific (i.e., baccalaureate, master's, or practice doctorate program), not institutional or departmental levels
- Address each program option (i.e., physical locations, online delivery method)
- Employ a final editor to give the document one cohesive voice
- Write as a team

Resources

*Learning objective #4: Learn how to access and utilize **accreditation resources**, maximizing your accreditation process inputs and outputs.*

Accreditation Training:

Accredited Programs

2022 EPAS Reaffirmation Training

Program(s):	Baccalaureate & master's
Invitees:	Accredited programs
Format:	Asynchronous video modules **+ live, virtual** Q&A sessions with accreditation staff
Next Live Q&A:	Wednesday, November 18

CSWE Learning Academy

No additional cost for social work educators. Unlimited access!

JOIN NOW

#CSWE26

CSWE

Accreditation Training:

Pre-candidate & Candidate Programs

CSWE Learning Academy

2022 EPAS Pre-candidacy & Candidacy Training

Program(s):	Baccalaureate & master's
Invitees:	Pre-candidate & Candidate Programs
Format:	Asynchronous video modules **+ live, virtual** Q&A sessions with accreditation staff
Next Live Q&A:	Tuesday, November 17

No additional cost for social work educators. Unlimited access!

JOIN NOW

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Accreditation Training:

New Applicant Programs

2022 EPAS New Applicant Training

Program(s):	Baccalaureate & master's
Invitees:	New applicant programs
Format:	Asynchronous video modules **+ live, virtual** Q&A sessions with accreditation staff
Next Live Q&A:	Wednesday, November 4

CSWE Learning Academy

No additional cost for social work educators. Unlimited access!

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CSWE

Accreditation Training

Practice Doctorate Programs

2025 AS Practice Doctorate Training

Program(s):	Practice Doctorate: Traditional Pathway
Invitees:	New Applicant through Accredited Programs
Format:	Asynchronous video modules **+ live, virtual** Q&A sessions with accreditation staff

Next Live Q&A: Tuesday, November 3

CSWE Learning Academy

No additional cost for social work educators. Unlimited access!

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Accreditation Services



Accreditation Updates Webinars

- Accreditation leadership hosts 3 virtual “office hour” webinars annually for timely accreditation updates & to answer your accreditation-related questions!
- Scheduled approx. 1-month after each newsletter is distributed:

Newsletter Emailed	Webinar Hosted
December	January
May	June
September	October

Due to the interactive nature of these webinars, they will not be recorded.

Next Webinar

Tuesday, November 10, 2026
1:00-2:00pm EST



Ready to Volunteer?



- Applications open: April 1-30
- Complete the relevant interest form:
  - Site Visitor Interest Form
  - BOA Interest Form
  - Fellowship Review Committee Interest Form

Ready to Volunteer?





[Site Visitor Interest Form]



[BOA Interest Form]



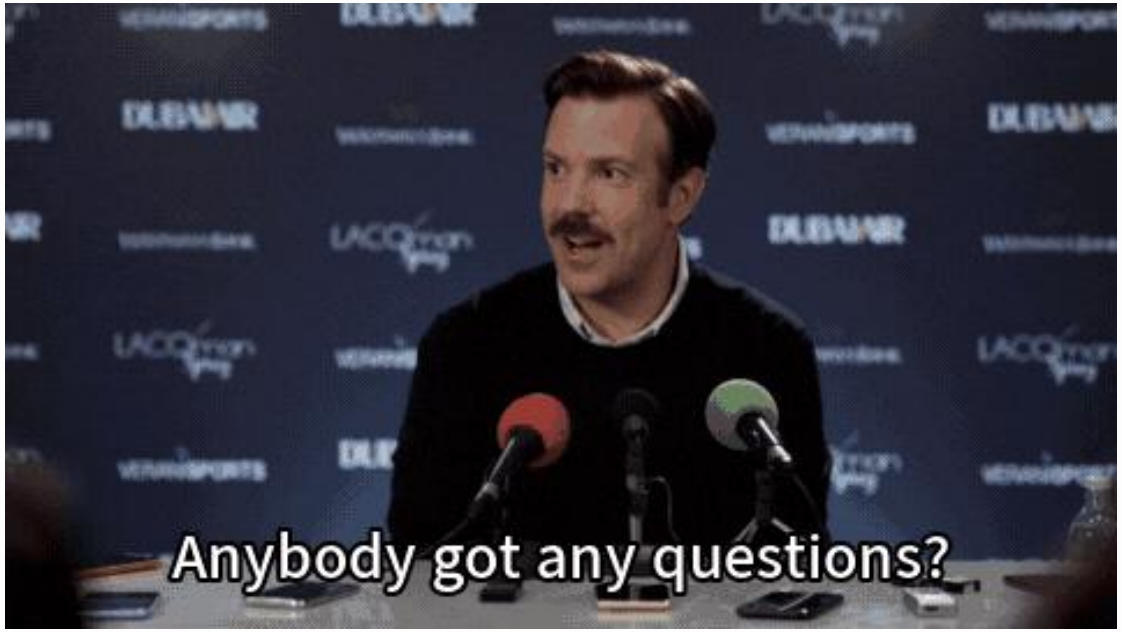
[Fellowship Review Committee Interest Form]

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Ask Us Your Questions!

SCAN ME



https://forms.cloud.microsoft/r/p7M7pp2nit

Gratitude from Your Presenter



Katie “Kat” Gibson-Ledl, BSW, LMSW-Macro
Director of Accreditation Services
kgibson@cswe.org

CSWE

Rooted *in* Resilience

HONORING THE PAST, GROUNDING THE PRESENT

CSWE ANNUAL CONFERENCE | ATLANTA, GA | OCTOBER 22–25, 2026

Bonus Content: Links to Key Resources

2022 EPAS Accreditation Toolkit

cswe.org/2022EPAS



Interpretation Guide (IG)



EPAS + IG = Dynamic Duo

Accreditation Policy Handbook

cswe.org/policies



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