



COUNCIL ON SOCIAL WORK EDUCATION

Site Visitor Drop-In Session

February 21, 2025

12:00 – 1:00 PM ET





Nice to see you!

- Introduce yourself in the chat
 - Name and Institution
- Optional: questions you have for today's session, or topics you'd like to discuss



Today's Topics

1. Announcements
and Updates

2. Registration
Response Questions

3. Accreditation
Specialist Spotlight:
Document Review &
Visit Reports

4. Open Discussion
Time



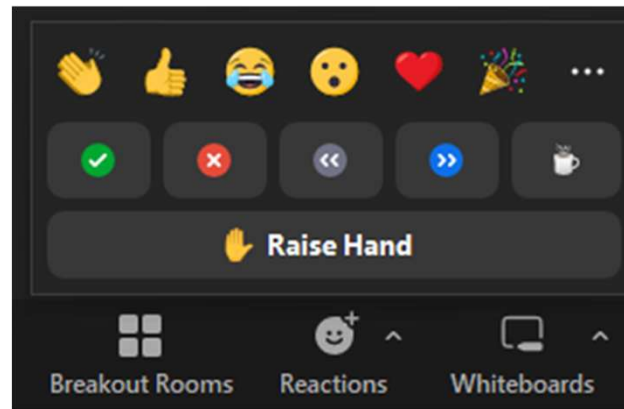
Housekeeping

Raise Hand:

To raise your virtual hand:

Click “Reactions” at the bottom of your screen

Click “Raise Hand”



Announcements and Updates

Matching Timeline Updates

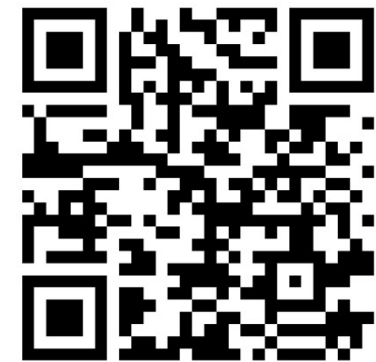
- **Now matching for Fall 2025 visits!**
- Availability and planning forms were due 2/14/2025
- Lookout for assignment request emails through March
- Site Visits Assigned by **4/1/2025**
- Fall Visit Cycle dates are **September 15-October 15**



Board of Accreditation (BOA) Applications

- BOA applications will be open on **April 1, 2025**.
- The link to the application will be sent out via email.
- A virtual BOA Information Session is scheduled on March 28, from 2-3 PM (ET)
 - Register [here!](#)
- Our Becoming a CSWE Accreditation Volunteer page has more information: [Becoming a CSWE Accreditation Volunteer | CSWE](#).
- Happy to meet with you if you have questions!

BOA Interest Form



<https://forms.office.com/r/vYugDP4v8n>



Site Visitor Applications

- Site Visitor applications will be open **April 1, 2025**.
- Current site visitors **DO NOT** need to reapply.
- Please consider passing along this information to your colleagues and peers.
- Virtual Site Visitor Information Sessions is scheduled for March 28, 12:30-1:30 PM (ET). We will be asking site visitors who have expressed interest to serve as panelists.
- Our Becoming a CSWE Accreditation Volunteer page has more information: [Becoming a CSWE Accreditation Volunteer | CSWE](#)
- You can also pass along my contact information if you know people who are interested, especially if they have questions.

Site Visitor Interest Form
(to pass along to interested peers)



<https://forms.office.com/r/z1Q9Q9aSni>



Resource Updates



- The updated Accreditation Handbook is live!
- [Accreditation Policy Handbook | CSWE](#)
- New/ revised policies are highlighted in yellow.
- Including:
 - Report formatting and guidelines
 - Virtual visit guidelines
 - Contingency planning
- The latest site visitor newsletter is available now:
[February 2025 Site Visitor Newsletter](#)



Next Drop-In Session Dates

- May 2, 2025: [Register here!](#)
- August 22, 2025: [Register here!](#)
- Sessions are held from 12-1 PM (ET)
- Reminder calendar invitations will be sent by email ahead of the session.
- Registration links are also available on the private Site Visitor Resources page: [Membership Portal](#)



Registration Response Topics

Virtual Visit: Logistics and Contingency Planning

No less than 30-days before the visit, the program's primary contact:

- Confirms visit arrangements.
 - Agrees on a contingency plan with the visitor to be used in case the original visit plan needs to change due to an emergency or other unforeseen circumstances outside of one of both parties' control. This plan is to honor the work and time devoted to planning the visit and ensure the integrity of the site visit is upheld within the reaffirmation process.
- Please refer the [Site Visit Emergencies](#) section for a list of options to consider.

The program confirms all arrangements with the site visitor via email and the primary contact is copied on all communications, if another program representative is coordinating logistics. Depending on the location of the program, conducting the visit over two half-days may be a consideration and discussion with the visitor due to time-zone adjustment.

Virtual Visit Requirements

- The virtual visit must occur via an engaged and interactive videoconferencing format. Videoconferencing technology must allow real-time visual and audio participation by multiple participants simultaneously.
- The program selects the platform and serves as the coordinator of all meetings and ensures all stakeholders are included in the visit.
- The program's primary contact hosts the videoconference throughout the day and introduces the visitor to each stakeholder at the start of each meeting.
- The program assigns the visitor as a "co-host" to ensure meeting continuity, as the "host" may not attend all meetings on the agenda.
- The program and visitor test the technology prior to the meeting day.

Updated Virtual Site Visit Section (from Policy Handbook)



Visit Prep – Document Review

- Letter of Instruction (LOI) comes from the specialist – no less than 30 days after the BOA meeting before the visit
- Self-study comes from the program – no less than 30 days before the scheduled visit date
- Visitors are expected to review the self-study in full, to understand the program's context better, but the most attention should be paid to areas listed in the LOI.
- For this reason, it can be helpful to wait to review the self-study until the LOI is sent.



Letter of Instruction (LOI) Review

- Highly recommend using the accreditation toolkit while reviewing program documents – particularly the Interpretation Guide (IG).
- Visitors are also encouraged to schedule a consultation with the program's accreditation specialist to review the LOI ahead of the visit.
- Both the IG and the specialist will provide additional context as to what the BOA is looking for in the site visit findings to answer the question cited in the LOI.
- While reviewing the LOI, visitors should use the site visit agenda to plan which stakeholder meeting each specific question listed in the LOI will be asked in.
 - [2022 EPAS | CSWE](#)
 - [2022 EPAS Accreditation Toolkit](#)
 - [2022-EPAS-Interpretation-Guide.pdf](#)



Anatomy of a Letter of Instruction

KEY:

Accreditation Standard

What the program did

What the program needs to clarify

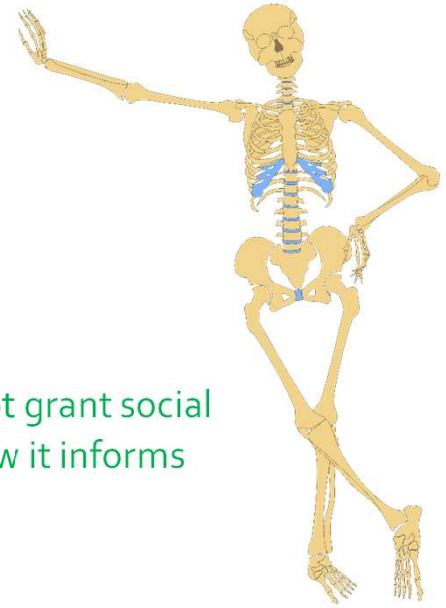
What is being asked of the site visitor

Accreditation Standard 3.1.5: The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.

Letter of Instruction:

The program reported it does not grant social work course credit for life experience or previous work experience. However, the program did not provide a policy, nor document how it informs applicants and other constituents of this policy.

The site visitor is asked to discuss with the program and review its policy stating it does not grant social work course credit for life experience or previous work experience. Additionally, the site visitor is asked to discuss with the program how it informs applicants and other constituents of this policy.



Visit Prep – Putting it together

- Your review may look like:
 - Which standard is cited in the Letter of Instruction (LOI)?
 - What did the program say about that standard in the self-study?
 - What did the BOA identify as being missing or unclear in the LOI? - **This is the information that the site visitor is looking to collect in the visit and document in the report, as specifically as possible.**
 - What does the Interpretation Guide say about this standard? **Use this to help clarify what specific information you are tasked with collecting from the program during the visit.**
 - Which stakeholder group(s) is best suited to provide the information that the BOA has asked for? – **Plug that standard into the corresponding visit meeting on the agenda.**
 - What would be helpful for the BOA to hear more about? What am I curious about after reviewing the program materials? – **Think about adding general questions (minimum of 1 required from each of the 5 general standards using the [2022 EPAS General Questions Bank](#)).**



Site Visit Reports

- The site visit report is due no more than **2 weeks** after the site visit.
- Visitors should send the report directly to the accreditation specialist assigned to the program (identified in the assignment email).
- Specialists work directly with visitors to finalize the report. As part of this process, feedback and other edits are expected.
- Visitors will receive feedback on the report's strengths and areas for growth from the specialist after the report has been finalized.
- The program only reviews the report after it has been finalized and sent by the specialist.



Site Visit Report Reminders

- **Site Visit Reports must be:**
 - A factual, objective summary of the visitor's specific findings
 - Reflective of the discussions with stakeholders during the visit
 - Unique to the program that was visited (including reports for co-located visits)
 - Written in the visitor's own words
 - Include a report for each general standard required and each standard cited by the BOA in the LOI
 - Be submitted on time, unless an extension is granted by the accreditation specialist
- **Site Visit Reports must not:**
 - Use subjective language
 - Include any feedback, advice, or decision recommendations given to the program by the visitor
 - Include copy/pasted excerpts from the self-study or refer the BOA to the self-study
 - Include information outside of general standards and the specific standards outlined in the LOI
 - Include materials provided by the program during the site visit (this will be provided by in the program response).



Site Visit Report Sample Language (General Question)

3.0 Diversity / 2.0 Anti-Racism, Diversity, Equity, and Inclusion (ADEI)

General Question: How are diverse identities within the program included and supported?

Stakeholder(s): Students

Findings Based on Discussion and Objective Observation: Students reported that the program recently opened a "Safe Space", which is a physical meeting space operated by the program where students can meet and interact with each other without judgement. The program opened Safe Space because a few students reported experiencing microaggressions from other students within the institution. Students shared that this also serves as the social work club's meeting space and includes a suggestion box and community announcement board to share resources and opportunities. Many students agreed this space has been supportive and helped them feel like they belong.



SAMPLE: Site Visit Report Language (Specific Question)

Accreditation Standard 3.1.5: The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.

Letter of Instruction:

The program reported it does not grant social work course credit for life experience or previous work experience. However, the program did not provide a policy, nor document how it informs applicants and other constituents of this policy.

The site visitor is asked to discuss with the program and review its policy stating it does not grant social work course credit for life experience or previous work experience. Additionally, the site visitor is asked to discuss with the program how it informs applicants and other constituents of this policy.

Site Visitor Findings:

The program reported they updated the policy stating the program does not grant social work course credit for life experience or previous work experience. The program reported that the updated policy is now in the student handbook and field manual, which was provided to the site visitor and reviewed. In addition to the student handbook and field manual, the program stated that the constituents are also informed of this policy on the program website and in orientation. The program will provide the updated policy in the program response.

Site Visit Report Resources

- Site Visit Report Template: <https://www.cswe.org/getmedia/c9coa40d-3e8f-443f-baa3-d3845b86270d/2022-EPAS-Site-Visit-Report-Template.docx>
 - Site Visit Report Sample: [Site-Visit-Report-Sample-\(2022-EPAS\).pdf](#)
 - Site Visit Report Checklist: [cswe.org/SVreportchecklist](https://www.cswe.org/SVreportchecklist)
 - Accreditation Policy Handbook: [Accreditation Policy Handbook | CSWE](#)
 - Visit Report Guidelines in section 6.7, pages 123 & 124 - **NEW**
- ❖ All of these resources and the 2015 EPAS versions are located on the private site visitor page (membership.cswe.org/Site-Visitor-Resources) and on the public site visit resources page ([Site Visit Information | CSWE](#)).



6.7 Site Visit Report

Within 2-weeks of the conclusion of the site visit, site visitors complete the [Site Visit Report](#) inclusive of the following requirements:

Report Formatting

- File type: Microsoft Word Document
- One single continuous document; not submitted as multiple attachments
- A copy of the visit schedule is also embedded at the end of the report
- For each standard, the report follows the format:
 - Insert full text of standard
 - Insert full text of instructions from LOI (Letter of Instruction) for that standard
 - Summarized findings from discussions with the program about that standard
- Does not include any supplemental materials provided by the program to the visitor
- Does not refer to self-study

Report Content

- The report uses objective language and does not provide feedback/advice, nor recommend a decision
- The report is in alignment with relevant accreditation standards and related interpretations (2015 or 2022 EPAS)
- The report only includes language that is linked to the accreditation standard(s) included in the LOI
- The report is specific to the program and program level being visited
- 2022 EPAS:
 - The report includes all five general standards (AS 1.0, AS 2.0, AS 3.0, AS 4.0, AS 5.0)
- 2015 EPAS:
 - The report includes the three required general standards (AS 1.0, AS 3.0, and AS 4.0)
- The report includes the general questions asked by the visitor from the General Questions Bank
- The report includes stakeholder feedback to the general questions by summarizing the discussion and any factual observations by the visitor
- The report includes the clarification provided by the program for each specific standard listed on the program's LOI by summarizing the discussion

Updated Site Visit Report Section (from Policy Handbook)

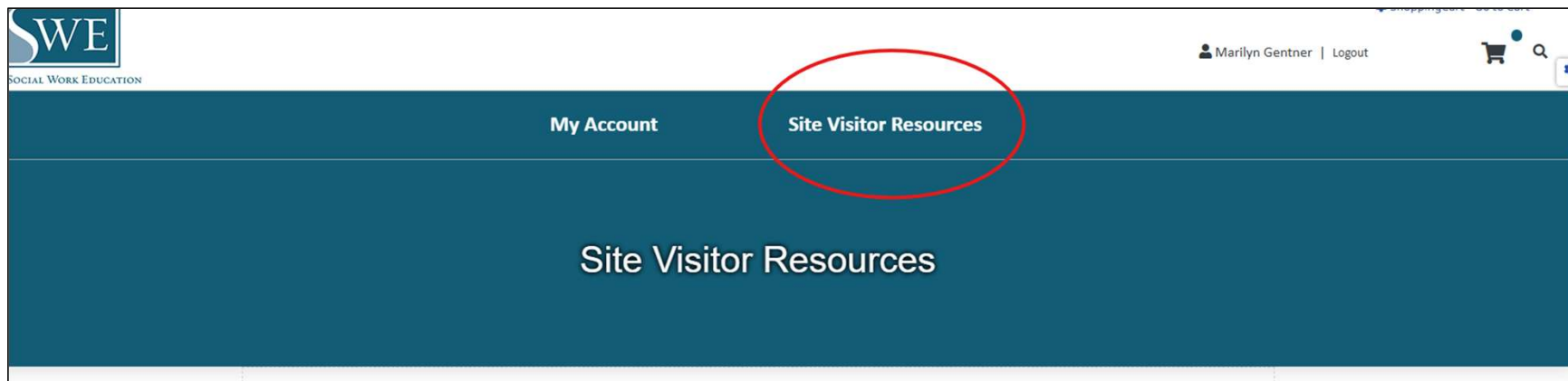


Open Discussion Time

Site Visitor Resources

How to Access the Site Visitor Resources Library

1. Go to membership.cswe.org/Site-Visitor-Resources
2. Login to your membership account (or link to your program to become a member, if needed)
 1. Click “keep me signed in if I close the browser” (for ease, if you choose)
3. Recommend bookmarking this page in your browser
4. “Site Visitor Resources” will appear at the top of your screen
5. Access resources anytime!



Reminder: ADEI Conversations in Visits

- Stick to the language of the accreditation standards, recognizing that programs may elect to use the language reflective of their context when discussing their program with the visitor
- Site visitors are to use General Questions Bank and EPAS language per the BOA-issued Letter of Instruction (LOI), and only ask questions that you feel comfortable asking and to whom you feel comfortable asking.
- Clarify that you are unable to determine compliance
- Refer programs to CSWE resources (e.g., Interpretation Guide)
- Refer programs their CSWE accreditation specialist to discuss any concerns programs have regarding meeting accreditation standards or use of specific terms due to legislative action
- Remember the volunteer ethical guidelines
- Do not provide consultation on state / federal legislation



Setting the Tone and Stage on the Site Visit

Link: [Setting the Tone and Stage Document](#)

Setting the Tone and Stage on the Site Visit | Optional Resource

Purpose:

- This is an optional resource to assist site visitors in setting the tone and stage while meeting with the program and its stakeholder on the site visit.
- We encourage site visitors to use this resource to assist in setting a collegial, friendly, and professional tone at the visit while setting clear boundaries and expectations.
- Site Visitors can use this as a guide during site visits and are welcome to modify the language to fit the situation and the visitor's own style.

Setting the Tone:

- Bring a warm and collegial attitude of partnership, as programs may have anxiety about the process
- Come with curiosity and not a “gotcha” mentality

Setting the Stage

- Abide by [ethical and behavioral guidelines](#) as well as their own professional boundaries
- Explain the accreditation process and site visitor role to all stakeholders



Accreditation Volunteer Resources

- All site visitor resources (not public): membership.cswe.org/Site-Visitor-Resources
- Reaffirmation site visits policies, templates, and resources: [Site Visit Information](#)
- Policies and procedures regarding the site visit can be found in section 6.6, *Site Visit Information*, of the [Accreditation-Policy-Handbook.pdf \(cswe.org\)](#)
- Information on becoming a site visitor: [Becoming a CSWE Site Visitor](#)
- Board of Accreditation Directory: [Board of Accreditation](#)

Always check the website for the most current forms and accreditation updates!



Accreditation General Resources:

- Accreditation Homepage: [Accreditation | CSWE](#)
- Accreditation Policies: [Accreditation-Policy-Handbook.pdf \(cswe.org\)](#)
- Reaffirmation Process: [Accreditation Process | CSWE](#)
- Reaffirmation Training (free for site visitors): [Training | CSWE](#)
- 2022 EPAS Accreditation Toolkit: [2022 EPAS | CSWE](#)
- 2015 EPAS Accreditation Toolkit: [2015 EPAS | CSWE](#)
- Directory of Accredited Programs: [Accreditation Directory | CSWE](#)
- Directory of CSWE Staff: [Staff Directory | CSWE](#)
- CSWE Board of Accreditation (BOA) Decisions: [BOA Decisions | CSWE](#)



THANK YOU

...for volunteering with CSWE! Social Work
accreditation wouldn't be possible without you.

These slides will be emailed to all site visitors and posted to the
private site visitor resource page.