

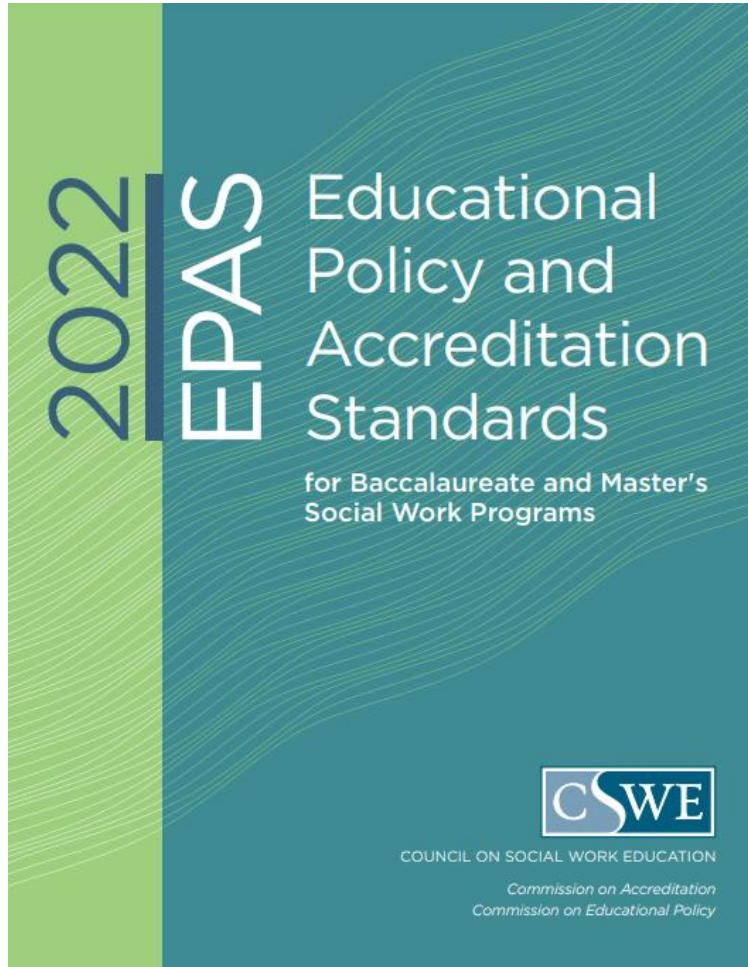


COUNCIL ON SOCIAL WORK EDUCATION

ADEI and Conducting Site Visits Site Visitor Drop-In

May 2, 2025





Session Overview

- Welcome
- CSWE Context & Resources
- ADEI & Social Work Accreditation
- Role of Site Visitors
- General ADEI Questions
- Specific ADEI Questions
- General ADEI Guidance
- Guidance Scenarios/Discussion
- Questions/Discussion

Accreditation Working in Solidarity

- Accreditation is an elective peer-reviewed system...
- CSWE Updates: “Hope Meets Strategy”
 - Hope Meets Strategy: Understanding Federal Threats Against Inclusive Education, April 2025
 - Hope Meets Strategy: CSWE's Commitment to Stand Strong Amid Policy Shifts, April 2025
- CSWE is not a legal entity, and cannot give legal advice.
- In a landscape full of chaos, utilize the tools to create a foundation
- All paths (creativity, innovation, experimentation, piloting) should lead you back to the EPAS
- Accreditation work also challenges our personal experiences related to the work; check in with staff (and each other) to find balance



CSWE at the Table

- Washington Higher Education Secretariate / American Council on Education
- Interprofessional Education Collaborative
- Federation of Associations of School of the Health Professions
- National Academies

- Council on Higher Education Accreditation
- Association of Specialized and Professional Accreditors

- Federal Agencies (SAMHSA, HRSA, ED, NIH)
- Congressional Engagement

and more..



CSWE | ADEI Statements

- Hope Meets Strategy: Understanding Federal Threats Against Inclusive Education, April 2025
- Hope Meets Strategy: CSWE's Commitment to Stand Strong Amid Policy Shifts, April 2025
- CSWE Releases Statement on Federal Executive Orders, February 2025
- Resilient and United: Navigating Social Work Education Through Unpredictable Times, February 2025
- CSWE Calls on Higher Education to Recommit to Racial Equity and Justice, July 2023
- CSWE Calls for Academic Freedom in Higher Education, March 2023
- Social Work Leadership Roundtable Joint Statement on DEI, Anti-Racism, and Systems Change, March 2023
- 2022 EPAS and Licensing Exam Pass Rates, September 2022
- CSWE Opposes Laws that Prohibit Teaching 'Divisive Concepts', June 2021
- Statement on Diversity and Social Justice in the Educational Policy and Accreditation Standards (EPAS), February 2021



CHEA Statement

The CSWE-BOA's recognizing body, the Council for Higher Education Accreditation (CHEA), shared the following statement:

- Higher Education and the Importance of Diversity, Equity, and Inclusion, *February 2025*



ADVOCATE

ADEI & Social Work Accreditation



COLLABORATE

2022 EPAS Overview: ADEI

As a values-based profession, ADEI are core to the past, present, and future of work across micro, mezzo, and macro practice with all clients and constituents

1. Competency 3: Engage in Anti-Racism, Diversity, Equity, and Inclusion
2. Identify specific and continuous efforts within the explicit and implicit curricula that address ADEI [Accreditation Standard 2.0.1 & 2.0.2]
3. Teaching ADEI competency in the explicit curriculum [AS 3.1.2 & M3.2.4]
4. Admissions policies and procedures [AS 4.1.1]
5. Assessment of ADEI competency in the explicit curriculum [AS 5.0.1]
6. Assessment of ADEI effort in the implicit curriculum [AS 5.0.2]

ADEI Webpage

CSWE has launched an ADEI webpage with centralized information!

- Membership login credentials will be required to access the webpage
- Only accessible to members and program primary contacts
- Webpage available to accredited, candidate, applicant, and practice doctorate program

Membership Login Page

<https://membership.cswe.org/ADEI-Resources>



Members-only View



Site Visitor Resources

ADEI Resources

Membership

 Join

[Link to Program / Join CSWE](#)



ADVOCATE

Role of Site Visitors



COLLABORATE

Roles of Site Visitors and Programs

- **Site visitors are responsible for...**
 - Collecting stakeholder experiences through **general** and **specific questions**, factual observations. Visitors ask clarifying questions on behalf of the BOA from programs during regularly scheduled reaffirmation of accreditation reviews
- **Social work education programs are responsible for...**
 - Implementing, evidencing compliance, and continuously maintaining compliance with the 2022 EPAS
 - Creatively meeting the standards – may use different terms than EPAS





ADVOCATE

General Questions



COLLABORATE

General Questions Bank

- 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).
- Purpose:
 1. Preservation of site visitor roles and boundaries (set of questions to choose from, yet ability to customize)
 2. Supports quality and continuity across all reaffirmation site visits
 3. Helps with planning and writing the report

[Link: General Questions Bank - 2022 EPAS](#)

[Link: General Questions Suggestions](#)



Examples of ADEI General Questions

- For Faculty:
 - How does the program approach the vast range of student learning needs, including intentional planning and implementation of inclusive practices and pedagogies in the explicit curriculum that reduce barriers while optimizing accessibility and equity for students?
- For Students:
 - Do you see yourself represented by the faculty population?
- For Institutional Administrators:
 - What services and/or support do you provide to ensure all students and faculty are treated equitably and feel included?



Specific Questions



ADEI in the 2022 EPAS

Anti-racism
Diversity
Equity
Inclusion

- **AS 2.0.1:** ADEI efforts within the explicit curricula
- **AS 2.0.2:** ADEI efforts within the implicit curricula
- **AS 4.1.1:** ADEI in admissions processes
- **AS 3.1.2 & M3.2.4:** Teaching the ADEI competency in the explicit curriculum
- **AS 5.0.1(a-d):** Assessment of the ADEI competency within explicit curricula
- **AS 5.0.2(a-b):** Assessment of ADEI within implicit curricula



Guidance for Site Visitors



Guidance for Site Visitors

- **Do not** provide consultation, discuss, or document state / federal legislation
- When asking questions, stick to the language of the general questions and accreditation standards
- Ask the general questions that you feel comfortable asking and to whom you feel comfortable asking.
- If a program cannot respond to a question asked, document that the question was asked and a response could not be provided and indicate that the program will clarify in the program response.
 - **Do not document the “why”, let the program explain “why” (which may include laws)**
- The site visitor has completed their role if the question is asked and then documented accordingly



Guidance for Site Visitors

- Use social work skills:
 - Active listening
 - Affirm feelings
 - Be empathetic
 - It's okay to say “I am not sure” or “I don't know”
- Refer programs to CSWE resources (e.g., Interpretation Guide)
 - Even during the visit the program may review this, if needed
- 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
 - Even during the visit, the program may contact staff, if needed
- Remember the [Site Visitor Ethical and Behavioral Guidelines](#)



Let's chat.



Questions, comments, concern?



Reference Slides



What ADEI accreditation resources are available?

- [2022 EPAS Interpretation Guide](#)

Total number of ADEI examples by standard:

AS 2.0.1 | ADEI in the explicit curriculum = 36

AS 2.0.2 | ADEI in the implicit curriculum = 71

AS 4.1.1 | ADEI in admissions = 36

AS 5.0.2(a) | ADEI implicit curriculum assessment = 12

Total number of ADEI examples: 155 examples

- [ADEI Info One-pager](#)



*Bookmark this
link, updates are
always
highlighted*

2022 EPAS IG Example

Accreditation Standard 2.0.2: The program engages in specific and continuous efforts within the implicit curriculum related to anti-racism, diversity, equity, & inclusion.

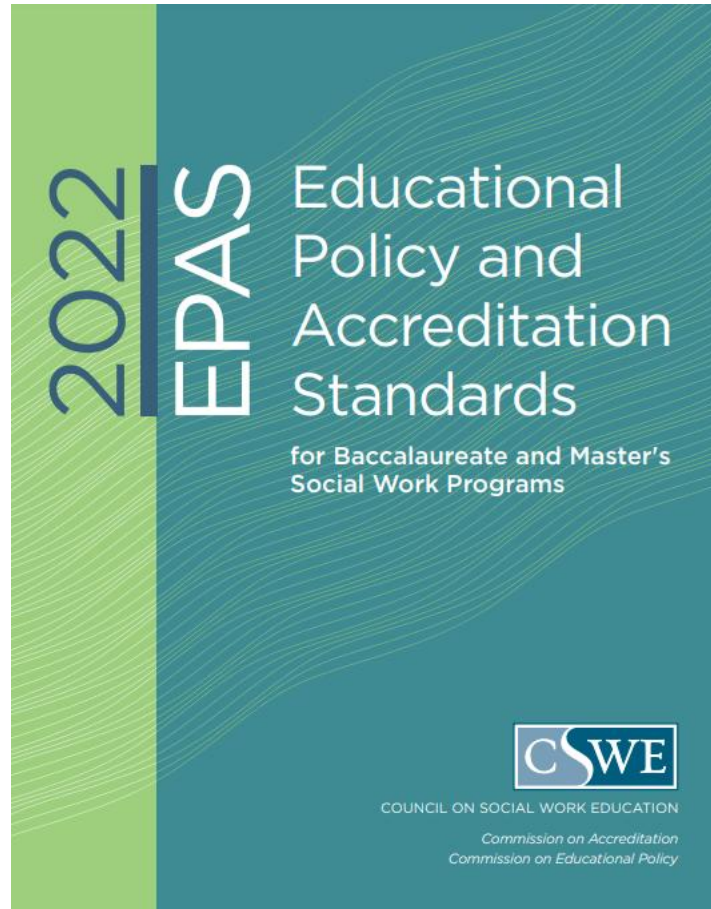
COMPLIANCE STATEMENT	BOA INTERPRETATIONS, COMPLIANCE RUBRIC, & WRITING CHECKLIST	DEFINITIONS & TIPS
a. The program provides examples of its specific and continuous efforts within the implicit curriculum related to ADEI, as described in <i>Educational Policy 2.0</i>.	☐ The program identifies its specific and continuous efforts within the implicit curriculum that address each of the following areas: ☐ Anti-racism ☐ Diversity ☐ Equity ☐ Inclusion ☐ Clearly and explicitly address each ADEI area. • The program selects the number of efforts. ○ Multiple ADEI areas may be connected to a single effort because the ADEI areas are holistic and integrated. • Specific and continuous (ongoing) efforts are required: one-time events alone are <u>not</u> accepted. • Efforts must be specific to program-level (baccalaureate or master's) rather than the school/department-level or institutional-level. • If collaborations with the institution and/or other departments are discussed, then identify the social work program's active role in those efforts. • While this response may be supported by demographic data and statistical diversity of faculty, administrators, staff, and students, the narrative must expand beyond this. ☐ Explicitly address each program option.	• Definition: ○ Anti-oppression ○ Anti-racism ○ Diversity ○ Equity ○ Implicit Curriculum ○ Inclusion ○ Intersectionality • <i>Focus of this standard:</i> What intentional efforts are made throughout program operations, outside of the formal curriculum design and delivery (classroom and field settings), to prioritize ADEI. • [] • Examples of specific and continuous implicit curriculum ADEI-efforts: ○ Structured ADEI dialogue/discourse (e.g., townhalls, community conversations, listening sessions with various groups) ○ Faculty trainings and professional development opportunities ○ Anti-racist pedagogy ○ Harm reduction ○ Implicit or unconscious bias



ADEI in the Explicit Curriculum



Explicit Curriculum: Competency 3



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

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

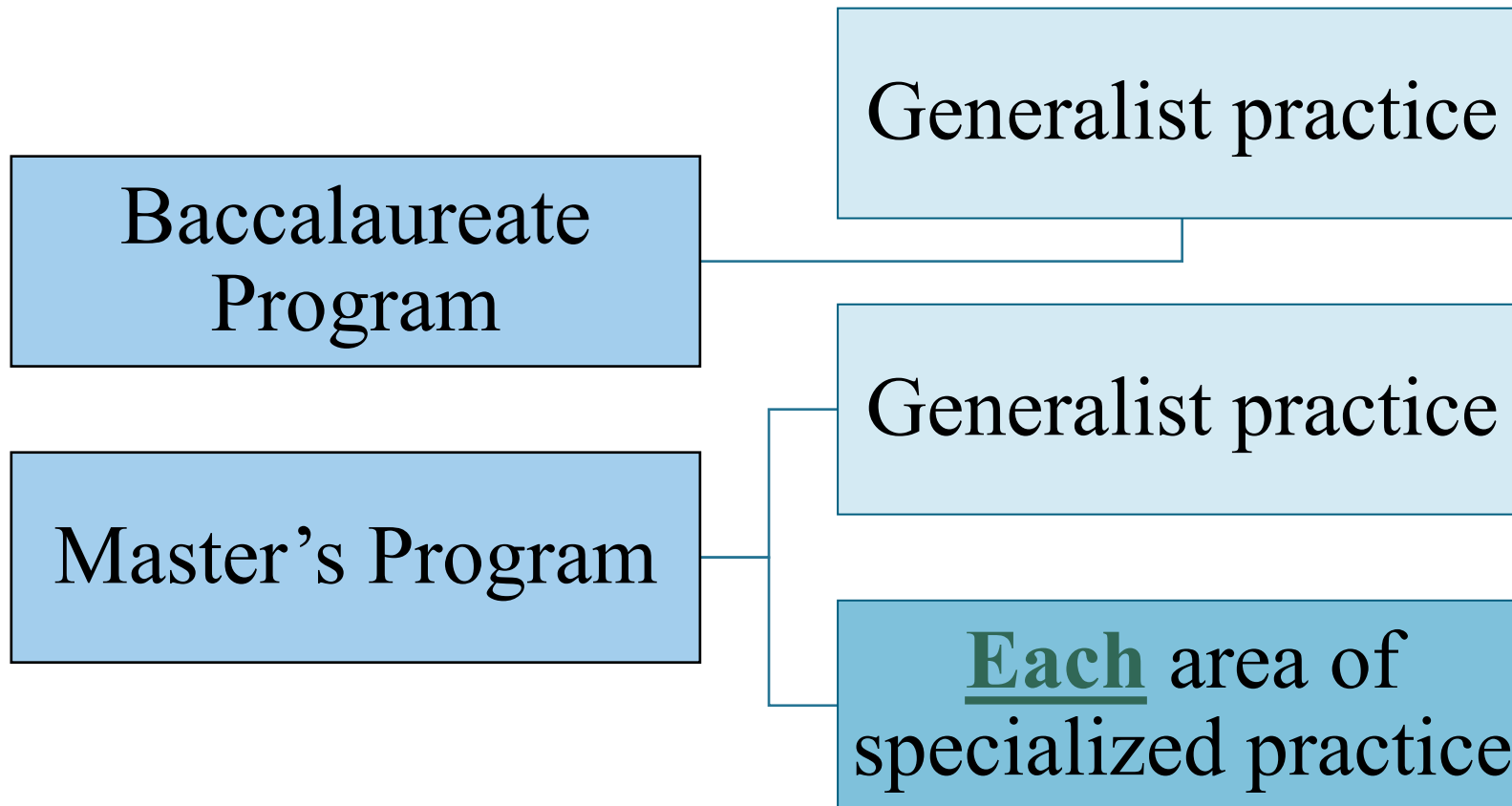
Social workers:

- demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts in their own lived experiences.



Explicit Curriculum: Generalist & Specialized Practice

Identify explicit curriculum efforts for **each ADEI area** for:



Explicit Curriculum

“The explicit curriculum is the program’s design and delivery of formal education to students, and it includes the curriculum design, courses, course content, and field education curriculum used for each of its program options.”

(2022 EPAS, p. 17)

Explicit Curriculum: ADEI Examples

**Course-based
Activities**

**Field-based
Activities**

Other

Explicit Curriculum: ADEI Examples

Course-based Activities

- Structured ADEI dialogue/discourse
- Assignments focused on learning about White supremacy, positionality, power, privilege, & difference
- In-class activities focused on intersectionality & developing cultural humility/competency
- Classroom organizing to dismantle oppressive policies
- Projects on dismantling oppressive systems
- Designated class time to honor, reflect upon, or discuss current or historical events
- Teaching ADEI concepts & theories (e.g., generational trauma, oppressive policymaking)

Explicit Curriculum: A DEI Examples

Field-based Activities

- Reflective exercises on practice with historically and currently oppressed populations

Explicit Curriculum: ADEI Examples

Field-related Other

- Requiring only the minimum number of field hours
- Implementing policies permitting employment-based field placements
- Field education orientation
- Field instruction orientation, trainings, [etc.]
- Diversity of field instructors and/or field placement settings
- Students placed only at settings that provide services to diverse populations
- Offering field placement settings with evening and/or weekend options for nontraditional students

Explicit Curriculum: ADEI Examples

Other

- Offering a specialization, track, focus, or certificate program focused on ADEI concepts (e.g., anti-oppressive practice)
- Teaching courses in local languages
- International course partnerships & projects
- Readings from the global majority
- Majority of authors in each syllabus have diverse identities and perspectives
- Curriculum design frameworks/ pedagogies (e.g., each class includes one activity on anti-oppressive social work practice, cultural humility, land-based learning, indigenous pedagogies)
- Statements and land acknowledgements in syllabi



ADEI in the Implicit Curriculum

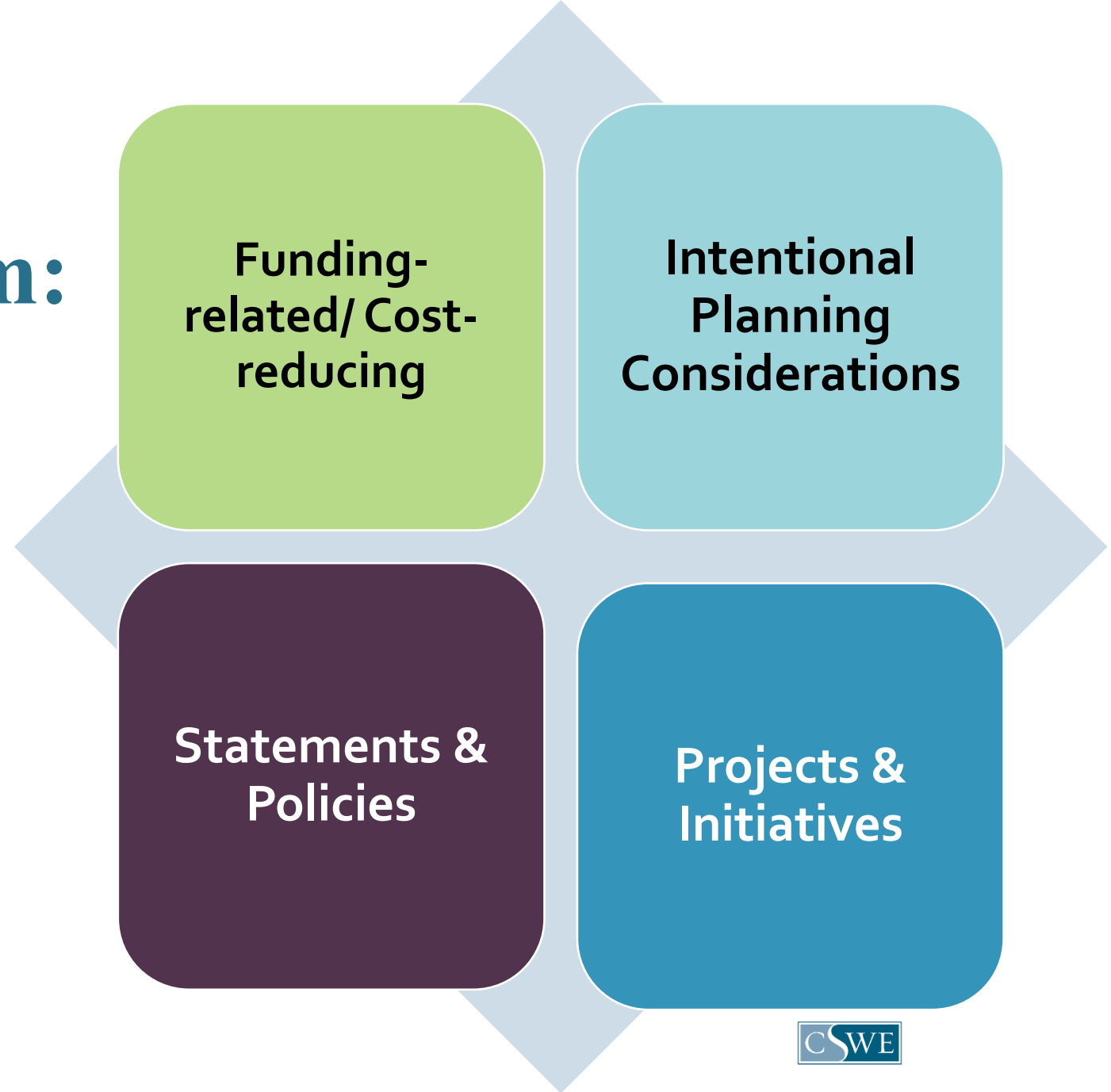


Implicit Curriculum

“The implicit curriculum consists of the student learning experience and the program context or environment.”

(2022 EPAS, p. 24)

Implicit Curriculum: ADEI Examples



Implicit Curriculum: ADEI Examples

Funding-related/Cost-reducing

- Grant-funded initiatives
- Grants or funding sources (e.g., travel, transportation, emergency fund)
- Scholarship and fellowship programs for students from marginalized communities
- Low/no cost professional development or continuing education credits
 - Bystander intervention
 - Inclusive language
 - Financial literacy
- Laptop or technology borrowing program
- Host a virtual or physical community board for resource exchange
- Offering organizational memberships to students, faculty, staff, field instructors
- Community garden, food pantry, clothing/toiletry closet for students & their families

Implicit Curriculum: ADEI Examples

Intentional Planning Considerations

- Extended or virtual office hours
- Child-friendly classrooms for students who are parents; childcare at events
- Inclusive space/room (e.g., nursing, neurodivergent, prayer, meditation)
- Offering a program option in underserved communities
- Events hosted only in spaces that are accessible, have gender inclusive restrooms
- Accessible learning management system, educational technology, classroom, etc.
- Option for transgender individuals to change their name and pronouns in platforms & records
- No cost refreshments/meals shared during educational events
- Symbols and aesthetics in the learning environment (e.g., pride flag)

Implicit Curriculum: A DEI Examples

Statements & Policies

- Statements and land acknowledgements with action plans
- Program/cohort community guidelines
- Ethical research engagement guidelines (e.g., community-based participatory research)
- Copy/paste relevant written policies regarding implicit curriculum efforts made to prioritize A DEI.
 - Restorative justice principals integrated into due process policies
 - Gender inclusive language in all policies, handbooks, and manuals

Implicit Curriculum: ADEI Examples

Projects & Initiatives: Extracurricular Programming

- Structured ADEI dialogue/discourse (e.g., townhalls, community conversations, listening sessions with various groups)
- Extracurricular programs and events
 - Cultural festival or dance
 - World meal potluck
 - Wacipi or powwow hosted by indigenous tribe(s)
 - Art performance or installation
 - Indigenous storytelling
 - Interfaith gathering/dialogue
- Conferences and speaker series
- Celebrations in honor of awareness or cultural days or months

Implicit Curriculum: ADEI Examples

Projects & Initiatives: Community-based/-focused

- Engaging in community-based advocacy projects that [...] justice issues
- Faculty and/or student team research foci (e.g., public scholarship and translating complex social work topics for mass engagement)
- Community partnerships
 - Intentional relationships with high schools and community colleges prioritizing rapport building and access to higher education
- Student, faculty, and staff recruitment and retention processes that reflect the communities served by the program
- Articulation agreements with community colleges
- Student organization projects & social movement organizing
- Fundraisers or drive collections for agencies, causes, or drives

Implicit Curriculum: ADEI Examples

Projects & Initiatives: Trainings

- Professional development offerings for emerging professionals
- Faculty providing ADEI-related consultation, trainings, or resources to other academic programs or community partners
- Faculty trainings and professional development opportunities
 - Anti-racist pedagogy
 - Harm reduction
 - Implicit or unconscious bias

Implicit Curriculum: A DEI Examples

Projects & Initiatives: Other

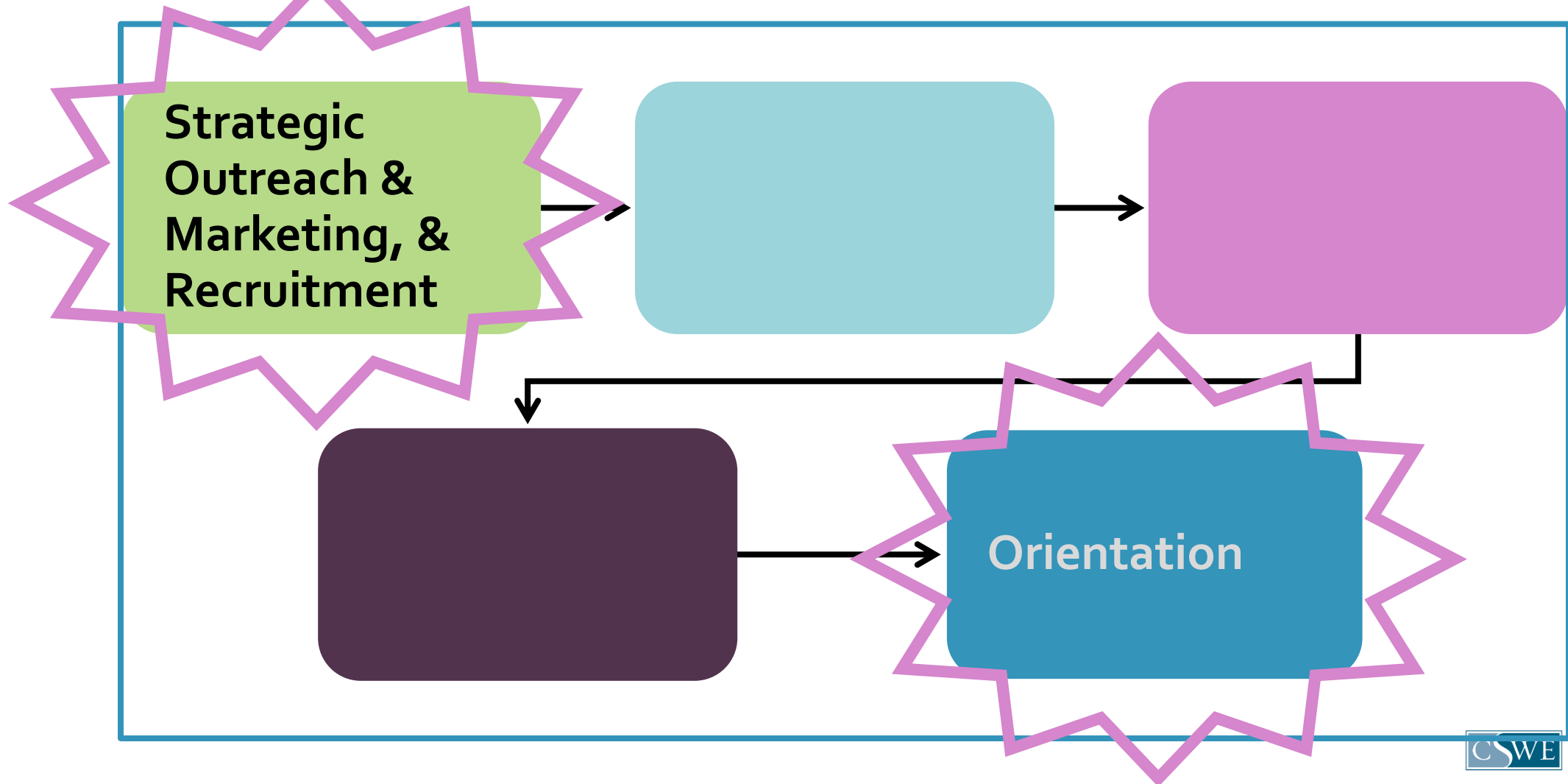
- Safe/brave spaces for students from diverse backgrounds
- Social identity affinity groups
- A DEI-focused culture/climate initiatives
- Legislative policy advocacy projects/events (e.g., LEAD, letter writing campaigns)
- Culturally competent mentorship programs and advising services for underrepresented groups
- Programs for first generation, second career, or transfer students



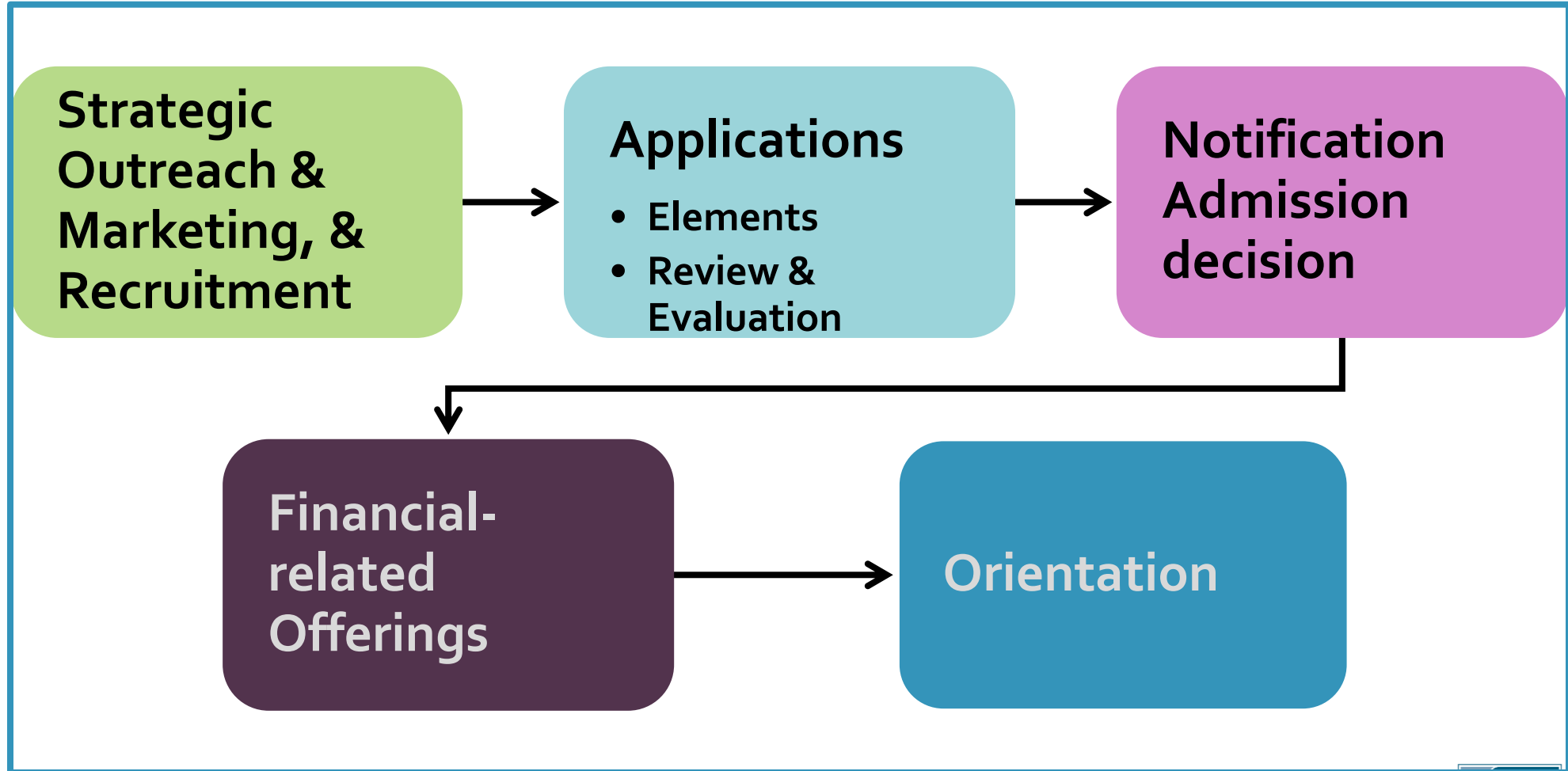
ADEI in Admission Processes



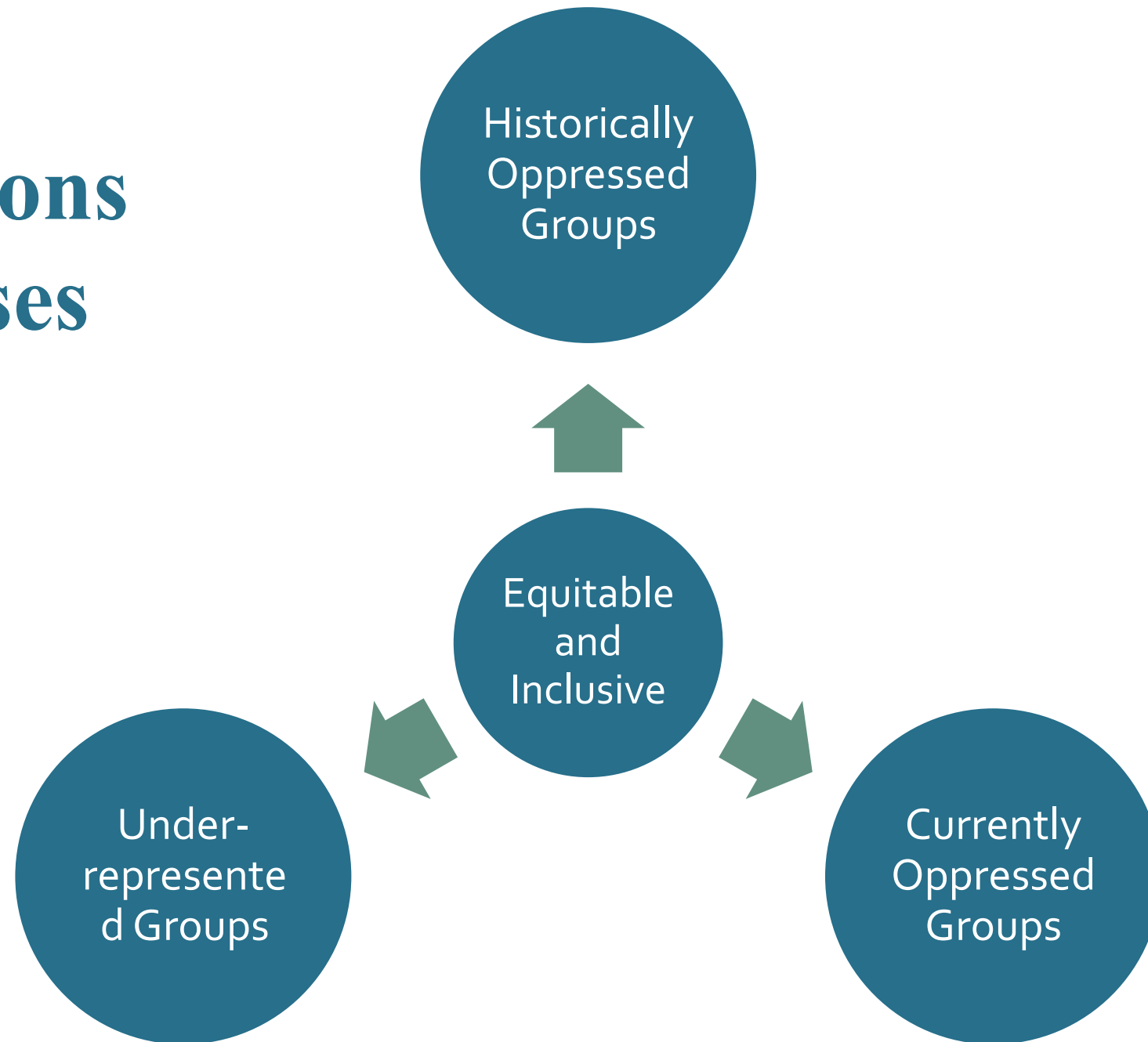
Admissions Processes: ADEI Examples



Admissions Processes: ADEI Examples



Admissions Processes



Admissions Processes:

ADEI Examples

Strategic Outreach & Marketing, & Recruitment

- Community partnerships that provide pathways for students in high school (e.g., dual enrollment) and community colleges (e.g., articulation agreements)
 - Recruitment from community colleges in underserved communities
- Credit-bearing introductory social work courses offered to the local community or online, students may enroll or audit
- Recruitment office locations
- Timing information sessions and open houses (e.g., online, evenings, weekends) to
- Maximize access across time zones and include prospective students with various work-life priorities (e.g., family care)
- Offering childcare during onsite recruitment events
- Recruitment fairs

Admissions Processes:

ADEI Examples

Applications: Elements, Review, & Evaluation

- Accessibility of application platform
- Inclusive demography questions on the application
- Objective application evaluation criteria or a holistic admissions rubric
 - Include prompt on application for students to “tell their story” by providing context and addressing any extenuating circumstances in their academic and professional history
- Optional or elimination of standardized test scores as an admission criterion
- Employing multiple evaluators per application
- Requiring unconscious bias training for application evaluators
- Alternative methods for conducting admission interviews
- Option for transgender individuals to change their name and pronouns on admissions applications

Admissions Processes: ADEI Examples

Notification of Admissions Decisions

- Accessibility of application platform
- Requiring unconscious bias training for application evaluators
- Strategies to reengage and reintegrate students who took a leave of absence (e.g., parents, caretakers, active duty military, students experiencing loss, financial hardship, or other emergencies)

Admissions Processes: ADEI Examples

Financial-related Offerings

- Funded campus visits or access to admissions counselors
- No application fees or fee waivers
- Optional or elimination of standardized test scores as an admission criterion
- Alternative methods for conducting admission interviews
- Waiving all generalist course requirements and offering advanced standing to qualifying students (AS M4.1.3)
 - Eliminate time limits (e.g., 5-7 years) between earning a baccalaureate social work degree and entering an advanced standing master's social work program
- Maximize number of transfer credits accepted
- Scholarship and fellowship programs for students from marginalized communities

Admissions Processes:

ADEI Examples

Orientation

- Offering office hours, group/student organization opportunities, and resources at orientation to support
- students in navigating higher education and their new degree program
- Strategies to reengage and reintegrate students who took a leave of absence (e.g., parents, caretakers, active duty military, students experiencing loss, financial hardship, or other emergencies)
- Optional early orientation to build social connections
- Admission process and orientation supports for first generation, second career, or transfer students



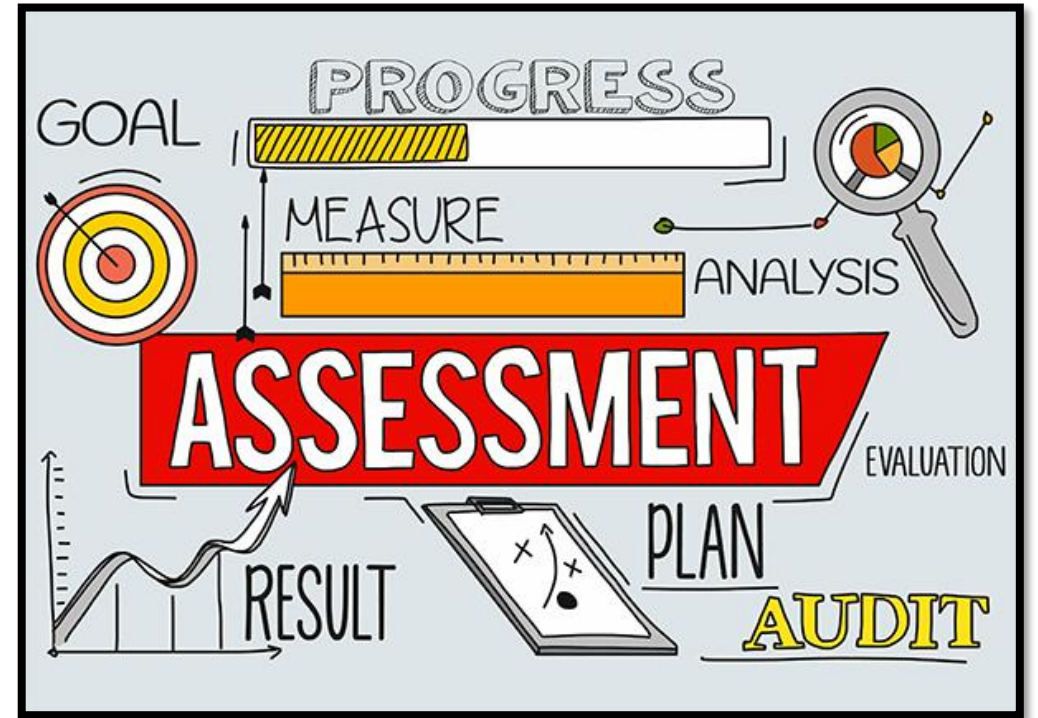
ADEI in Assessment



ADEI Assessment: Explicit Curriculum

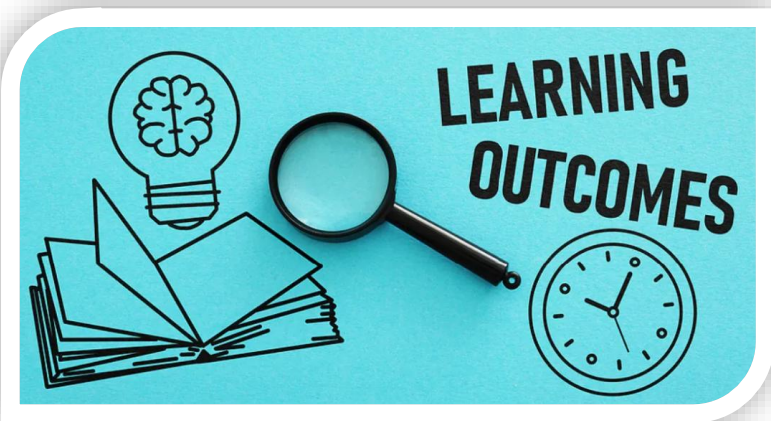
Competency-Based Assessment Plan

- ADEI competency
- At least two instruments
- One assessment in real or simulated demonstration of achievement in **field education**
- Program sets benchmarks
- Program faculty or field personnel assess student



ADEI Assessment: Explicit Curriculum

Evaluating & Reporting Outcomes



- Method of analyzing outcomes
- Process to formally review the assessment plan and outcomes related to student achievement of the nine social work competencies
- Program makes specific changes to its explicit curriculum based on its outcomes, with clear links to data (*continuous improvement framework*)
- Public posting of data (CHEA requirement)

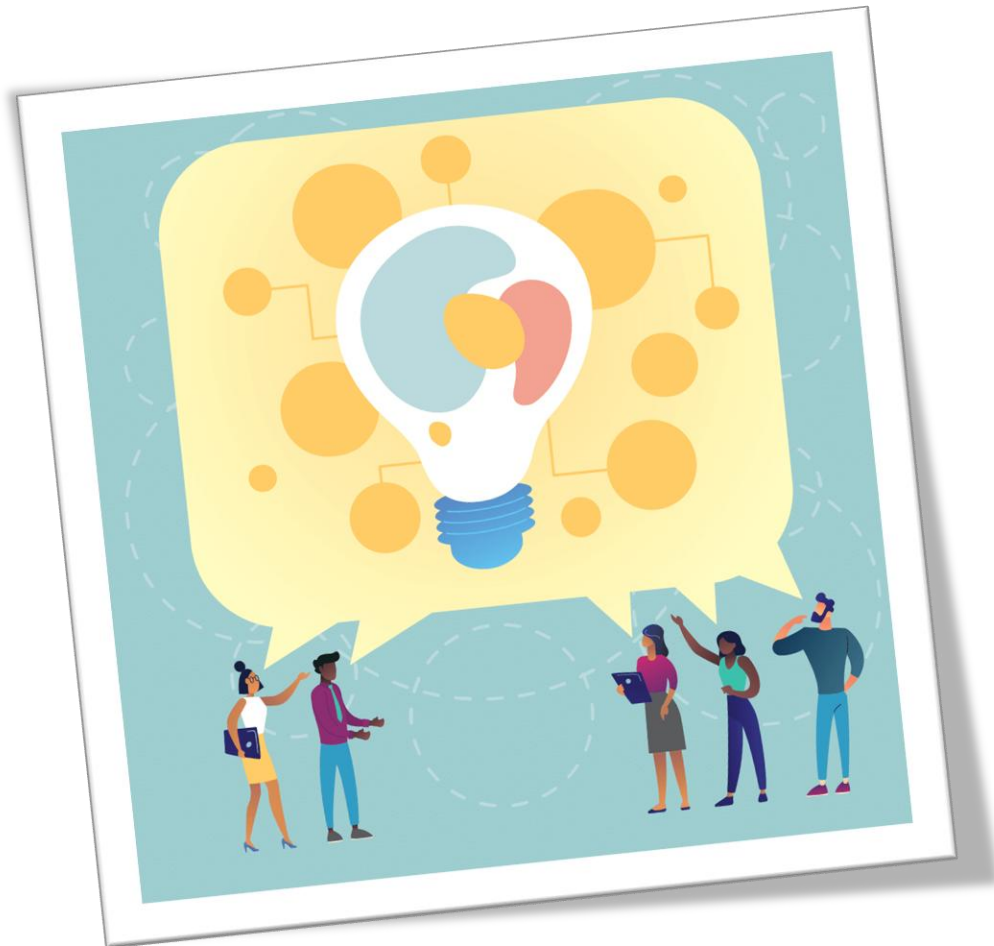
ADEI Assessment: Implicit Curriculum

Implicit Effort Assessment Plan

- Identify ADEI effort(s) as reported in AS 2.0.2
 - One or more instrument(s)
 - Assessment/data collection timing
 - Stakeholder group(s)
- 



ADEI Assessment: Implicit Curriculum



Evaluating & Reporting Outcomes

- Process to formally review ADEI assessment plan and outcomes
- Program makes specific changes to its implicit curriculum based on its outcomes, with clear links to data (*continuous improvement framework*)

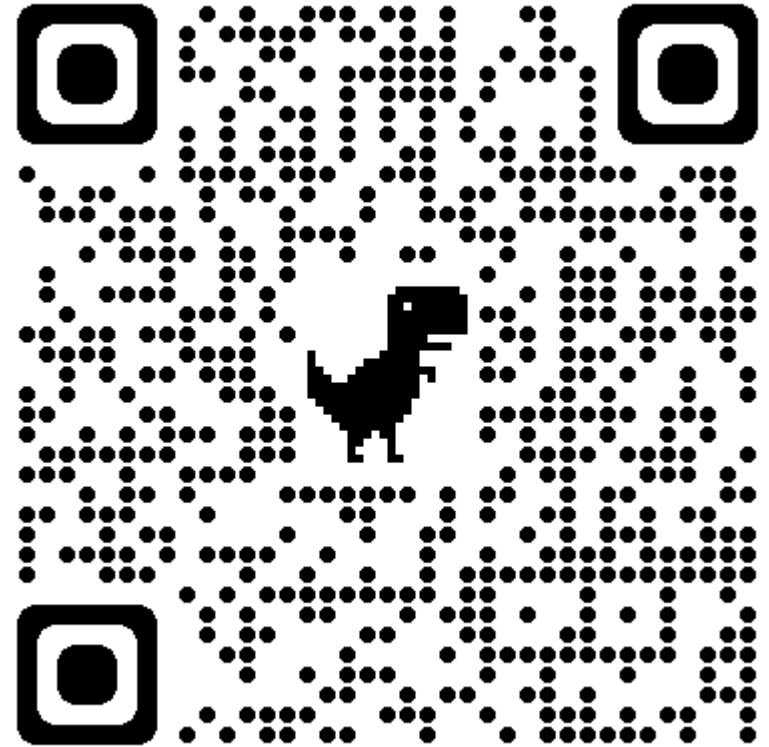


Resources & Opportunities



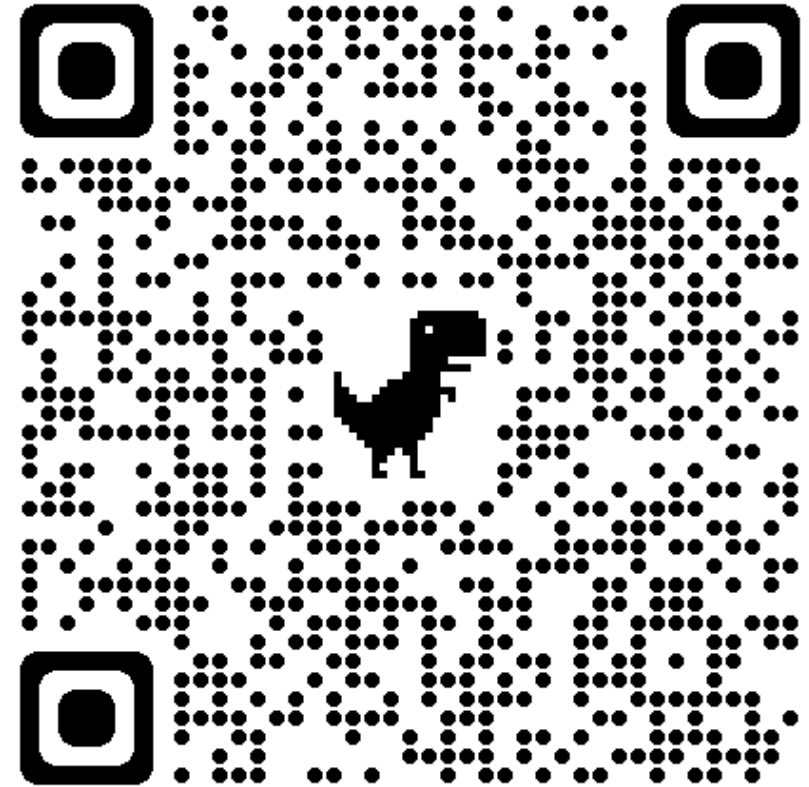
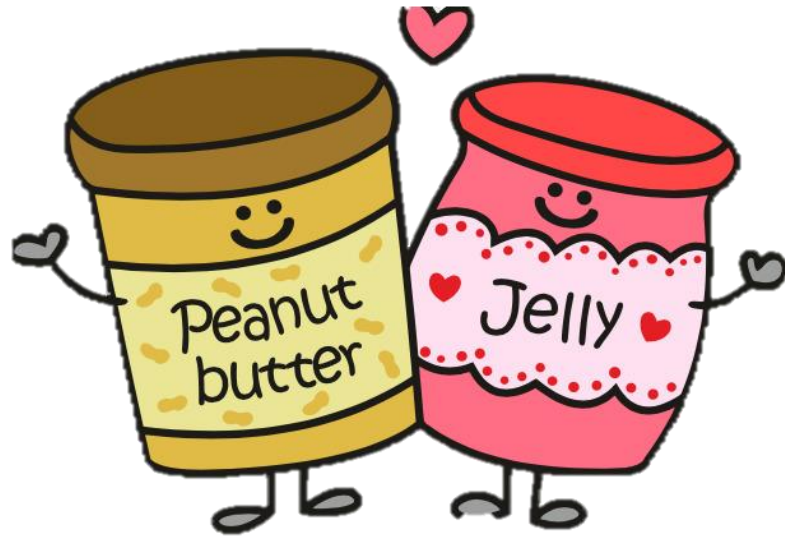
2022 EPAS Accreditation Toolkit

www.cswe.org/2022EPASToolkit



Interpretation Guide (IG)

www.cswe.org/2022EPASIG



EPAS + IG = Dynamic Duo

2022 EPAS Reaffirmation Training

www.cswe.org/accreditationtraining



- Designed for CSWE-accredited baccalaureate and master's social work education programs
- This hybrid training model consists of two components:

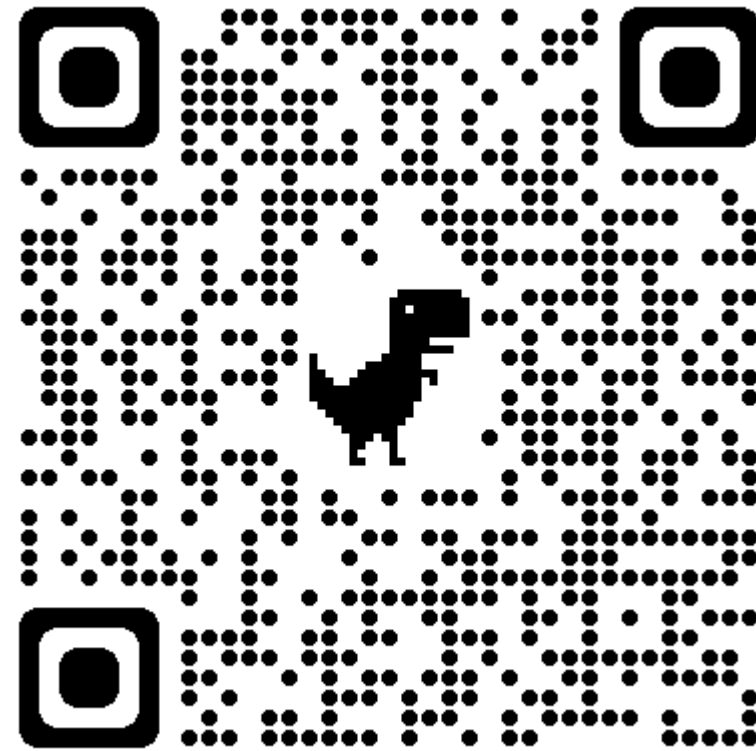
Self-paced online
learning modules via
the CSWE Learning
Academy

Live drop-in
question and answer
(Q&A) sessions via
Zoom



Accreditation Services

www.cswe.org/accreditationservices



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

Accreditation Services

