



COUNCIL ON SOCIAL WORK EDUCATION

Site Visitor Training

November 2025

Term July 2025 - June 2028



Training Objectives

Prepare Site Visitors to
conduct a reaffirmation
visit under the 2022
EPAS

Understand the steps
of a reaffirmation site
visit from beginning to
end

Prepare Site Visitors to
write a clear, objective
site visit report

Learn the role, scope,
and boundaries of site
visitors operating under
the authority of the
BOA

Understand CSWE Staff
roles/access support



Quick Recap of Orientation Topics

- Framework for Accreditation
- Role of Site Visitor
- Ethical Guidelines
- Conflict of Interest
- Site Visit Policies
- Important Dates
- Matching/Assignments
- Types of Visits
- Length of Site Visits



1. Site Visit Availability Form and Site Visit Planning Forms

2. Site Visit Matching and Assignments

3. Site Visit Logistics Planning

4. Site Visit Content Planning

5. Visit Arrangements and Schedule Finalized

6. Site Visit Occurs

7. Site Visit Report Sent to Specialist

8. Program Response

9. Decision made by the BOA

Reaffirmation Site Visit Steps

Before the Visit

1. Site Visit Availability Form and Site Visit Planning Forms

2. Site Visit Matching and Assignments

3. Site Visit Logistics Planning

4. Site Visit Content Planning

5. Visit Arrangements and Schedule Finalized

6. Site Visit Occurs

7. Site Visit Report Sent to Specialist

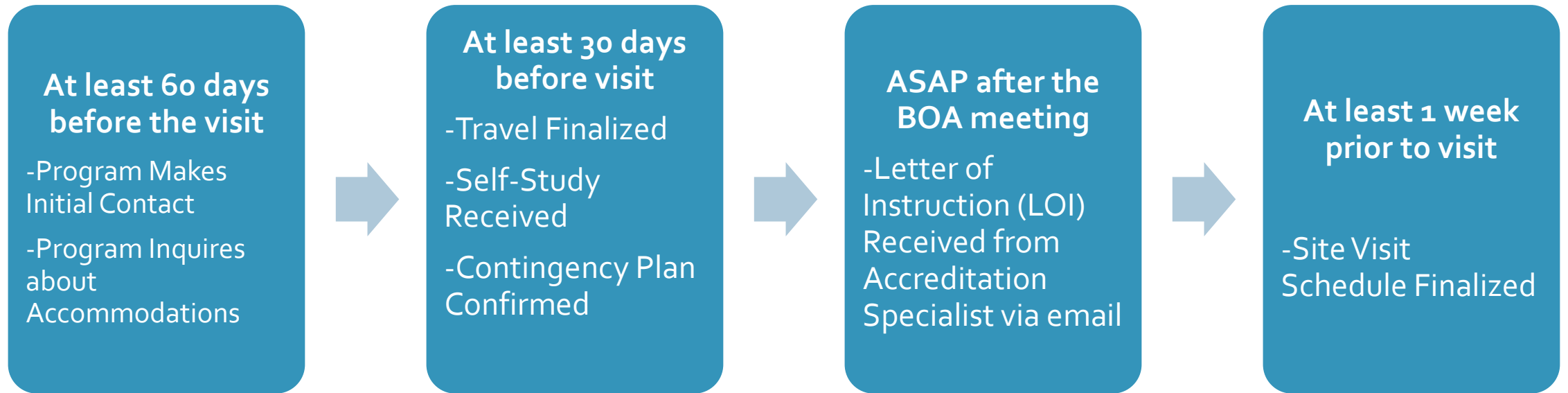
8. Program Response

9. Decision made by the BOA

Reaffirmation Site Visit Steps

Logistics Planning

Site Visit Planning



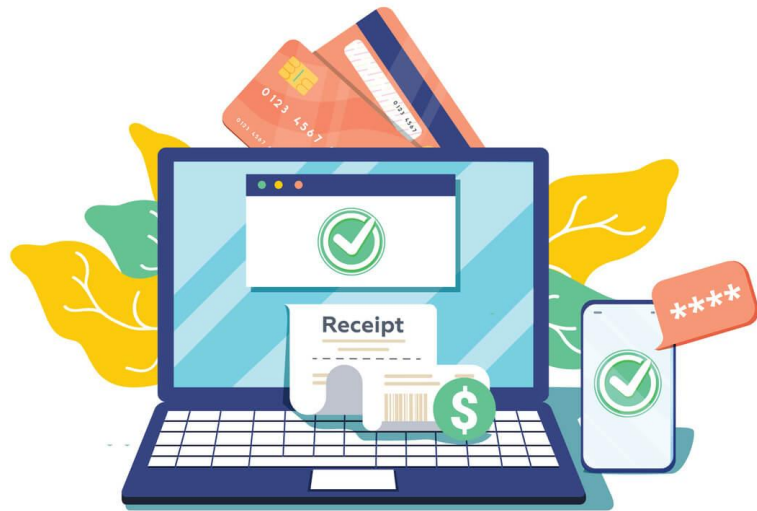
Note: Visitors communicate with the primary contact for the program (or at least include them in all communications). The visitor should not be receiving any other information from the program or its constituents prior to the visit, including contact with program representatives beyond those authorized by the primary contact.

In-Person Site Visit Logistics Planning

- Programs are responsible for making all travel arrangements after consulting with the visitor on their preferences.
- Programs are responsible for payment of all visit-related expenses, and all arrangements that can be paid in advance should be paid for by the program.
- Visitors should have a copy of their full itinerary and be aware of the plan for each step of travel, including getting to and from the visit.



Reimbursement



- Visitors follow the program's policies for reimbursement, which should be provided in advance while planning the visit.
- Keep track of all out-of-pocket expenses, like meals, parking fees, ground transportation costs, etc. for reimbursement.
- Site visitors are volunteers and are **not required, nor advised** to submit tax forms or comply with vendor agreements.

Virtual Site Visit Logistics Planning

- The purpose and expectations of the site visit are consistent in both virtual and in-person visits, but there are different logistics considerations.
- [Virtual Visits Policies and Tips Resource](#)
 - The virtual visit must allow for real-time visual and audio participation.
 - The program selects the visit platform.
 - The program hosts the meetings, visitor is co-host.
 - Recording the visit is not allowed by either party.
 - Use of artificial intelligence (AI) software are not allowed during any visit-related meetings.



Site Visit Emergencies

- Emergencies that can impact the scheduled date or format of the visit include but are not limited to inclement weather conditions, natural or manmade disasters, personal circumstances, etc.
- If the date, time, or format of the visit need to be changed based on these emergency circumstances, the options include but are not limited to the following:
 - Change the format of the visit to be virtual on the same day
 - Delay visit
 - Reschedule visit with the same visitor for a later date
 - Reschedule visit with an alternate visitor for the original date
 - Reschedule visit with an alternate visitor for a later date
- Due to the complexity of scheduling visits, cancellations and delays will be avoided whenever possible.



Contingency Planning

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

Agree 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.



Support in Logistics Planning



Reach out to the **volunteer manager** when:

- You have not heard from the program 60 days (2 months) before the visit
- You have not received the self-study 30 days (1 month) before the visit
- You don't have travel plans, if applicable, in place 30 days (1 month) before the visit
- You have questions or concerns about virtual visit set-up
- You have questions or concerns about visit expenses reimbursement

Content Planning

Components of Visit Planning

- **Self-Study**
 - The self-study a.k.a “program documents” are submitted to the BOA and reviewed prior to the visit.
 - Areas where the BOA has questions are sent to the site visitor via the Letter of Instruction (LOI) to gather additional information for clarity.
- **Letter of Instruction (LOI)**
 - Every LOI and visit includes “General Questions”, which relate to general areas of each of the five (5) standards [Program Mission, ADEI, Explicit Curriculum, Implicit Curriculum, Assessment]
 - Most LOIs also include “Specific Questions” as they refer to specific standards in the program documents that the BOA is seeking clarity [e.g. AS 1.0.1, AS 1.0.2]
 - The site visitor’s collects information and documents it in their report to the BOA.
- **Site Visit Agenda**
 - Use the LOI as a guide to collaboratively build the site visit agenda, including each stakeholder group and which general and specific questions will be asked.



Reviewing the Documents

- The visitor receives the *self-study* via email **from the program** at least 30 days before the visit.
- The visitor receives the *Letter of Instruction (LOI)* via email **from the accreditation specialist** as soon as possible after issue by the BOA.
- The visitor reviews the self-study in its entirety with special attention to the standards in the BOA-issued LOI for context and site visit schedule finalization. This is also a time to start selecting general questions you may want to learn more about.
- **The review will likely take a few hours and can vary based on the length of the LOI, which is not known at the time of assignment. Take a look as soon as you get the LOI so you can plan accordingly.**



Letter of Instruction Sample -2022 EPAS

(Full sample available on the [Site Visit Information](#) and the [Reaffirmation Webpage](#))

Instructions for General Questions

Discuss general questions related to the following accreditation standards with the program: Program Mission (AS 1.0), Anti-Racism, Diversity, Equity, and Inclusion (ADEI) (AS 2.0), Explicit Curriculum (AS 3.0), Implicit Curriculum (AS 4.0), and Assessment (AS 5.0).

Instructions for Specific Questions

Area(s) of Concern

In taking this action, the BOA identified the following area(s) of concern.

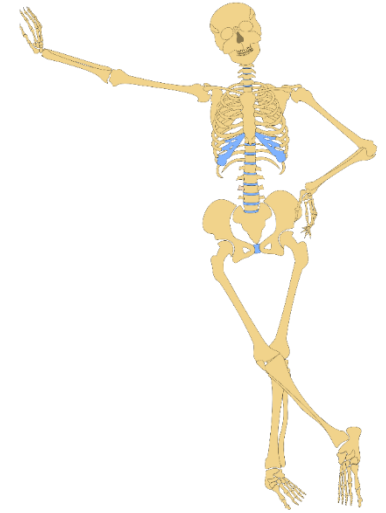
Accreditation Standard 2.0.1: The program engages in specific and continuous efforts within the explicit curriculum related to anti-racism, diversity, equity, and inclusion.

The program provided specific and continuous efforts within the explicit curriculum related to anti-racism, diversity, and equity. However, the program did not identify continuous efforts within the explicit curriculum related to inclusion.

The site visitor is asked to discuss with the program one or more specific and continuous program-level effort within the explicit curriculum related to inclusion.



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.



General Questions Bank Example

(Full sample available on the
[Site Visit Information](#) page)

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 is carrying out its mission?
- What are the strengths of the program's mission?

Setting the Schedule

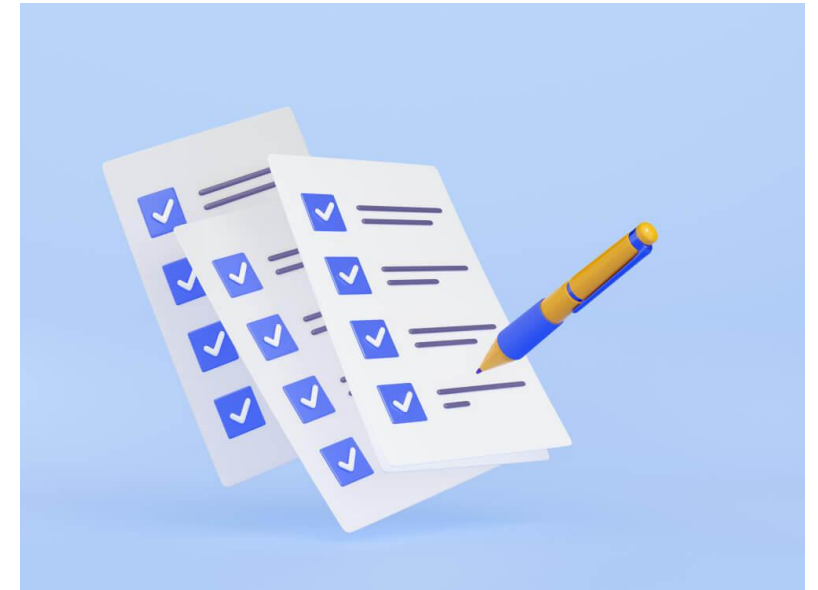
- The site visit schedule is developed jointly between the visitor and the program.
- The schedule must list all stakeholder groups participating in the site visit.
- The schedule must be tailored to address all specific questions from the LOI and all general questions planned by the visitor for each of the 5 (five) standards.
- Visitors can and should request adjustments where needed.
- Must be finalized no later than **1 week** before the visit.
- Does not need to be reviewed by CSWE staff but will be included in the site visit report.
- (Full sample available on the [Site Visit Information](#) and the [Reaffirmation Webpage](#))



Site Visit Schedule Requirements

With the LOI as a guide, the schedule is to include:

- Specific days and times, including time zones
- Locations and/or meeting links
- Breaks
- Mealtimes
- Independent workspace for the visitor
- Exit interview with the program director and primary contact (if different).
- With whom the visitors will meet:
 - Required:
 - President/Chancellor (or Designee)
 - Primary Contact
 - Program Director (if different than primary contact)
 - Field Education Director
 - Faculty
 - Students
 - Optional:
 - Field Instructors
 - Community Advisory Board (if applicable)
 - Deans or other program administrators
 - Other stakeholders specific to the program's context



Site Visit Schedule Sample (In-Person)

(full sample available on the
[Site Visit Information](#) webpage)

Program Name (Program Level)
Day, Month, Year – Day, Month, Year
Site Visitor Name, Credentials

CSWE Site Visit | [Schedule](#)

<i>Day, Month, Year</i>	
<i>Time:</i>	<i>Activity:</i>
	Travel Details
4:00pm (EST)	• Flight <i>[Insert details]</i>
4:30pm (EST)	• Transportation <i>[Insert details]</i>
5:00pm (EST)	• Hotel Arrival <i>[Insert details]</i>
	• Meal <i>[Insert details]</i>
6:00pm (EST)	Program Welcome to Site Visitor ³
<i>Day, Month, Year</i>	
<i>Time:</i>	<i>Activity:</i>
8:00am (EST)	Meal
	Transportation to campus <i>[Insert details]</i>
8:15am (EST)	Primary contact/program director meets site visitor on campus and escorts to meeting with institution's president/chancellor (or designee) <i>[Insert details]</i>
8:30-9:00am (EST)	Meeting with the institution's president/chancellor (or designee) ⁴
	<i>Participants:</i> <i>[Insert details]</i>
	• Name, President/Chancellor/Designee ⁵
	<i>Location:</i> <i>[Insert details]</i>
	<i>Content:</i>
	• Site visitor introduces role, function, scope, and procedures for the visit, and explains the accreditation process
	• Site visitor answers any questions the institution's president/chancellor (or designee) may have about the visit
	• Site visitor asks general questions regarding the role and place of the

Site Visit Schedule Sample (Virtual)

(full sample available on the
[Site Visit Information](#) webpage)

Program Name (Program Level)

Day, Month, Year – Day, Month, Year

Site Visitor Name, Credentials

CSWE Site Visit | Schedule

Day 1: Day, Month, Year	
Time:	Activity:
9:00am – 9:15 (EST)	Primary contact/program director welcomes and orients site visitor and introduces visitor to institution's president/chancellor (or designee) <i>Meeting Link: [Insert details]</i> <i>Participants: [Insert details]</i>
9:15-9:45am (EST)	Meeting with the institution's president/chancellor (or designee)³ <i>Meeting Link: [Insert details]</i> <i>Participants: [Insert details]</i> - Name, President/Chancellor/Designee⁴ Content: - Site visitor introduces role, function, scope, and procedures for the visit, and explains the accreditation process - Site visitor answers any questions the institution's president/chancellor (or designee) may have about the visit - Site visitor asks general questions regarding the social work program within the institutional setting⁵ - Site visitor asks any applicable specific questions from the <i>Letter of Instruction (LOI)</i>: - AS 3.4.5
9:45-10:45am (EST)	Meeting with Program Administrators: <i>Meeting Link: [Insert details]</i> <i>Participants: [Insert details]</i> - Name, Program Director - Name, Field Director Content:

Content Prep – Tips/framework for Document Review

- **General Questions:** What would be helpful for the BOA to hear more about? What am I curious about after reviewing the program materials?
 - **Plan to ask a minimum of 1 from each of the 5 general standards using the [2022 EPAS General Questions Bank](#).**
- **Specific Questions:**
 - Which specific standard(s) are cited in the Letter of Instruction (LOI)?
 - What did the program say about these standards in the self-study?
 - What did the BOA identify as being missing or unclear in the LOI?
 - **This is the information you are looking to collect during the visit and document in the report.**
 - What does the [Interpretation Guide](#)/Accreditation Specialist say about this standard?
 - **Use these resources to help clarify what specific information you are tasked to collect.**
- **Agenda Setting:** Which stakeholder group(s) is best suited to provide the information that the BOA has asked for?
 - **Arrange general/specific standards into the corresponding stakeholder meetings on the agenda, in collaboration with program.**



Co-Located Visit Planning (BSW and MSW visit at same time)

- Site visitors are cc'd on the assignment emails and program LOIs for both program levels for planning purposes. Site visitors are responsible for their assigned program level only but may review the other program's LOI to **look for areas of synchronicity across programs**.
- Option to combine some stakeholder meetings so that both site visitors are meeting with the same stakeholder/s at the same time, while still focused on gathering their own findings from the LOI. Meetings such as:
 - a. Opening meeting with institutional administrators
 - b. Faculty Meetings
 - c. Student Meetings
 - d. Meetings with stakeholders that can answer specific questions that have been cited on both LOIs (e.g., field director)
 - e. Exit meeting
- Each program is required to have their own site visit schedule, even if some meetings have been combined.
- Site visitors only document responses relevant to their assigned program.
- If the program has different primary contacts for each program level, both contacts may be included in email communications and planning meetings, but your communication about the visit should primarily be with the contact for your assigned program level.



Walkthrough – Sample Site Visit Schedule and Sample LOI

[Sample Letter of Instruction \(LOI\) - 2022 EPAS](#)

[Sample Site Visit Schedule - In-Person - 2022 EPAS](#)



Support in Content Planning



- Make an appointment with the **program's accreditation specialist**
 - Tip: Schedule when you get the assignment, for a date within a few weeks of the visit. You can always cancel later if you don't need it!
- Specialists can help with:
 - Standards you have questions about (general or specific)
 - Visit Agenda
- Use the 2022 EPAS Interpretation Guide
- Reference the 2022 EPAS Reaffirmation Training

Before the Visit Tips:



- ❖ Support is available! Don't hesitate to reach out with questions.
- ❖ Schedule a consultation with the program's Accreditation Specialist to walk through the LOI.
- ❖ Preparation is key! Don't wait to review the LOI and self-study; manage your time and pace your pre-reading.
- ❖ Understand the standards in the LOI by reviewing the most current **Interpretation Guide**.
- ❖ Conduct an independent final review of the meeting schedule and preparation on the night before the visit.

During the Visit

1. Site Visit Availability Form and Site Visit Planning Forms

2. Site Visit Matching and Assignments

3. Site Visit Logistics Planning

4. Site Visit Content Planning

5. Visit Arrangements and Schedule Finalized

6. Site Visit Occurs

7. Site Visit Report Sent to Specialist

8. Program Response

9. Decision made by the BOA

Reaffirmation Site Visit Steps

Site Visitor Welcome

- The program may meet with the visitor ahead of the visit, either upon their arrival or before the first meeting on the schedule, to review the schedule and any other details.
- Site Visitors cannot accept gifts.
- Site Visitors cannot participate in social events not related to the visit.
- If social events related to the visit, like a dinner or a lunch, are offered, it's the visitor's decision to accept or decline.
- Please note: Visits **cannot be recorded, including the use of AI notetaking**, at this time.



Setting the Tone and Stage

- Site visitors help set the tone
 - Bring a warm and collegial attitude of partnership
 - Come with curiosity and not a “gotcha” mentality
- Site visitors help set the stage
 - Abide by ethical and behavioral guidelines as well as their own professional boundaries
 - Explain the accreditation process, site visitor, and BOA role to all stakeholders
- Applies to virtual and in-person visits, however, will look different for each.
- **Resource:** [Setting the Tone and Stage in Stakeholder Meetings](#)

Navigating ADEI in Site Visits

- Topics related to ADEI (Accreditation Standard 2) will be discussed in each visit, via at least one question from the General Questions Bank and/or any specific standards cited by the BOA.
- Visitors **must not offer advice, guidance, or interpretation regarding any federal or state policies or legislation**, even if directly asked by program or institutional representatives. This includes:
 - laws that restrict discussion or implementation of ADEI initiatives
 - requests for help navigating such laws or their implications
 - questions about compliance strategies or legal risk
- Site visitors are not acting in a consultative or advisory capacity and must refrain from providing input on legal and policy issues.
- **Resource:** [Navigating ADEI and Accreditation Site Visits](#)



Overall Guidance for Stakeholder Meetings

- Meetings occur in accordance with the schedule, collecting clarifying information related to the LOI.
- Visitors ensure topics reviewed in the visit pertain only to general and specific standards covered in the LOI and redirect, as needed.
- Review, but do not collect, nor include in your report, any supplemental materials (visuals, documentation, data) provided by during the visit.
- Decline non-visit related social invitations or meetings with those not on the schedule (e.g., hallway conversations with students or faculty).
- Inform the program that visitors do not determine compliance with the standards, and remind stakeholders of visitor role, if necessary.



Meeting with Institutional Administrators

Framing:

- Typically, at the beginning of the visit, about 30 minutes long
- The program may determine a designee if president/chancellor is unavailable
- Primary connect should facilitate this meeting and make introductions, but does not attend the meeting

Visitor's Purpose (also located on sample site visit schedule):

- Set the tone and stage
- Explain visit procedures/accreditation process
- Answer any questions
- Ask general questions (if desired)
- Ask specific questions from the Letter of Instruction (LOI) (if applicable)

Meeting with Program Administrators (Program Director, Field Director, Chair, etc.)

Framing:

- Typically, this is the longest part of the schedule
- Where most of the LOI specific questions (if applicable) are discussed
- One of the program administrators, usually the program director, should also be the primary contact. The primary contact may or may not be present during these meetings depending on their role.

Visitor's Purpose (also located on sample site visit schedule):

- Set the tone and stage
- Explain visit procedures/accreditation process
- Answer any questions
- Ask general questions (if desired)
- Ask specific questions from the Letter of Instruction (LOI) (if applicable)



Meeting with Faculty

Framing:

- Typically, about one hour long
- All full-time faculty are to be included, when possible. Part-time faculty and staff may be included.
- Primary contact should facilitate this meeting and make introductions, but do not attend the meeting.

Visitor's Purpose (also located on sample site visit agenda):

- Set the tone and stage
- Explain visit procedures/accreditation process
- Answer any questions
- Ask general questions (if desired)
- Ask specific questions from the Letter of Instruction (LOI) (if applicable)



Meeting with Students

Framing:

- Typically, about one hour long
- The BOA does not require or recommend dismissing classes during the site visit. It is advised that the schedule be planned to permit participation by all constituents without disrupting the academic schedule.
- Primary contact should facilitate this meeting and make introductions, but do not attend the meeting.

Visitor's Purpose (also located on sample site visit agenda):

- Set the tone and stage
- Explain visit procedures/accreditation process
- Answer any questions
- Ask general questions (if desired)
- Ask specific questions from the Letter of Instruction (LOI) (if applicable)



Exit Meeting - Structure

- The primary contact and program director (if different) attend this meeting. The program may propose other program representatives or stakeholders based on the program's context/culture (e.g. some programs invite all stakeholders to exit meeting).
- Site visitor verbally summarizes findings/areas discussed that will be included in the site visit report so there are no surprises when the program receives the report:
 - **General questions:**
 - Stakeholder experiences
 - Factual observations
 - **Specific questions raised by the CSWE-BOA**
- This allows the program to answer site visitor questions or correct any inaccuracies.



Exit Meeting – Summary of Next Steps

Site visitors provide next steps to the program:

- Site visit report submitted to the program's accreditation specialist two (2) weeks after the visit
- Program response is provided to program once reviewed by accreditation specialist
- Once the program receives the visit report, the program has two (2) weeks to submit its program response to the program's accreditation specialist
- The BOA reviews the LOI, site visit report, and program response to make a final decision at the next BOA meeting.
- Site visitors remind the program that the BOA is the sole arbiter of compliance.
- The program receives its BOA decision 30-days post meeting.



During the Visit Tips:



- ☐ Be friendly, cordial, transparent, and confident.
- ☐ Give yourself breaks in between meetings; take self-care seriously.
- ☐ It's okay to say, "I don't know" and refer programs to their Accreditation Specialist.
- ☐ Enjoy the discussions and thoughtful exchanges in learning about the program.
- ☐ Take notes!
 - ☐ The site visit report template can also be a good notetaking tool, as it will help keep the information organized by standard/ citation.
- ☐ There is a spirit of trust in accreditation work; trust the program is sharing honestly and accurately.
 - ☐ The program's story is important; they've been building towards this review for 8-years.
 - ☐ The goal is not to dig for information or have a "gotcha" mentality.
- ☐ CSWE staff are available to help, even during visits!

After the Visit

1. Site Visit Availability Form and Site Visit Planning Forms

2. Site Visit Matching and Assignments

3. Site Visit Logistics Planning

4. Site Visit Content Planning

5. Visit Arrangements and Schedule Finalized

6. Site Visit Occurs

7. Site Visit Report Sent to Specialist

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9. Decision made by the BOA

Reaffirmation Site Visit Steps

Site Visit Report Templates

- The 2022 EPAS Site Visit Report template includes four (4) topics, clearly labeled:
 - 1. Program/Visitor Information**
 - 2. General Questions Findings**
 - 3. Specific Questions Findings (if applicable)**
 - 4. Site Visit Schedule (should be embedded in the document)**
- Site Visit Report Templates are sent with each LOI and are also located on the [Site Visitor Resources](#) page.
- ❖ Co-located visits require separate reports to be submitted for each program level. The site visitor is only responsible for the visit report correlating to the program level they are assigned to.





COUNCIL ON SOCIAL WORK EDUCATION

Board of Accreditation (BOA)
Department of Social Work Accreditation (DOSWA)
Baccalaureate and Master's Social Work Program Accreditation

Site Visit Report

Program Visited:	
Program State, District, or Territory:	
Program Level:	☐ Baccalaureate ☐ Master's
Visitor Name:	
Visit Date:	MM/YYYY
Visit Type:	☐ Onsite ☐ Virtual

Site Visitor Findings | General Questions

1.0 Program Mission

Question:

Stakeholder(s):

Findings Based on Discussion and Objective Observation:

[Delete this help text before submission: Repeat subheadings as needed, for each general question asked]

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

Question:

Stakeholder(s):

Findings Based on Discussion and Objective Observation:

[Delete this help text before submission: Repeat subheadings as needed, for each general question asked]

3.0 Explicit Curriculum

Question:

Stakeholder(s):

Findings Based on Discussion and Objective Observation:

[Delete this help text before submission: Repeat subheadings as needed, for each general question asked]

4.0 Implicit Curriculum

Question:

Stakeholder(s):

Findings Based on Discussion and Objective Observation:

[Delete this help text before submission: Repeat subheadings as needed, for each general question asked]

5.0 Assessment

Question:

Stakeholder(s):

Findings Based on Discussion and Objective Observation:

[Delete this help text before submission: Repeat subheadings as needed, for each general question asked]

Site Visitor Findings | Specific Questions

Letter of Instruction (LOI)

Insert full accreditation standard and citation text from the LOI

Site Visitor Findings

Insert findings here

[Delete this help text before submission: Repeat subheadings for each specific question or indicate N/A for a general questions only LOI]

Writing the Site Visit Report

Program/Visitor Information:

- ☐ Document the logistics of the site visit

General Questions:

- ☐ Document the question(s) asked under each required accreditation standard (e.g., AS 1.0)
- ☐ Document the findings based on discussion with program stakeholders and objective observations. This may include question(s) stakeholders asked (e.g., The president asked about the accreditation process, and the site visitor explained the next steps).

Specific Questions:

- ☐ Document the accreditation standard as cited in the Letter of Instruction (copy and paste)
- ☐ Document the citation from the BOA as cited in the Letter of Instruction (copy and paste)
- ☐ Document the findings based on discussion with the program, program stakeholders, and objective observations

Site Visit Schedule:

- ☐ Embed the site visit schedule at the end of the report (not submitted in a separate document)





COUNCIL ON SOCIAL WORK EDUCATION

Department of Social Work Accreditation (DOSWA)
Baccalaureate and Master's Social Work Program Accreditation

Site Visit Report Checklist

Resource: [Site Visit
Report Checklist](#)

2022 EPAS

Resource | Reaffirmation Site Visit Report Checklist

Directions

This checklist is an optional tool for reaffirmation site visitors. Visitors may use this checklist prior to submitting a site visit report to the program's accreditation specialist to ensure formatting and content expectations are met.

Report Formatting:	
☐	Submitted as a Microsoft Word Document
☐	Submitted as one single continuous document, not as multiple attachments
☐	All information fields are completed
☐	Does not include supplemental materials provided by the program to the visitor (e.g., curriculum matrices)
☐	Formatting is consistent and easy to follow (e.g., fonts, spacing)
☐	Each of the General Questions asked during the visit are copied and pasted into the report template
☐	Each specific standard listed on the program's LOI is copied and pasted into the report template
☐	For each specific 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
☐	The site visit schedule is included at the end of the report
Report Content:	
☐	The report is in alignment with the relevant accreditation standards and related interpretations (2022 EPAS)

Report Guidelines - Formatting

Report Formatting:	
☐	Submitted as a Microsoft Word Document
☐	Submitted as one single continuous document, not as multiple attachments
☐	All information fields are completed
☐	Does not include supplemental materials provided by the program to the visitor (e.g, curriculum matrices)
☐	Formatting is consistent and easy to follow (e.g., fonts, spacing)
☐	Each of the General Questions asked during the visit are copied and pasted into the report template
☐	Each specific standard listed on the program's LOI is copied and pasted into the report template
☐	For each specific 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
☐	The site visit schedule is included at the end of the report



Report Guidelines – Content and Submission

Report Content:	
☐	The report is in alignment with the relevant accreditation standards and related interpretations (2022 EPAS)
☐	The report is specific to the program and program level being visited
☐	The report includes at least one of the General Questions for each general standard (AS 1.0, AS 2.0, AS 3.0, AS 4.0, AS 5.0)
☐	Each general question includes a summary of the discussions with program stakeholders
☐	Each specific standard includes a summary of the discussion with program stakeholders and any clarification provided by the program
☐	Uses objective language and does not provide feedback/advice, nor recommend a decision
☐	Does not refer to self-study or other supplemental materials provided by the program to the visitor
☐	Does not reference specific laws/legislation nor speculate/explain why the program did or did not meet a standard related to Anti-Racism, Diversity, Equity, and Inclusion (ADEI)
Submission:	
☐	Submitted to the program's accreditation specialist, on or before the due date (2 weeks after the visit conclusion)



Sample Site Visit Report

General Question

Sample Site Visit Report - 2022 EPAS

3.0 Explicit Curriculum

Question: How is the explicit curriculum informed by the program context and stakeholders?

Stakeholders: Program Director, Faculty, Field Instructors

Findings Based on Discussion and Objective Observation: All stakeholders were asked the same question in different meetings, and all responded similarly. All stakeholders agreed that the program has strong ties to the community and often solicits field instructors and faculty input through annual meetings. They also reported that the program solicits feedback from alumni through alumni events and surveys. Lastly, the program has a community advisory board, which helps inform the explicit curriculum.

Site Visit Report Example Language

General Question

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

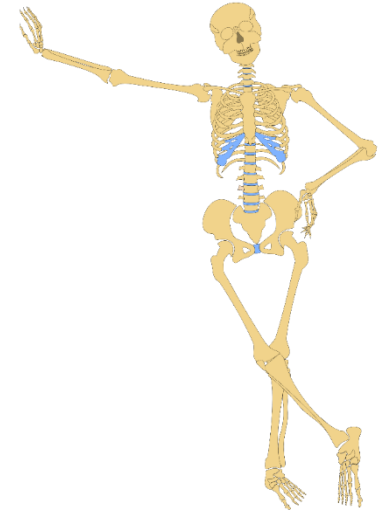
General Question: How are diverse identities within the program included and supported?

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.



Anatomy of a Specific Standard/Question



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.



Sample Site Visit Report

Specific Question

Sample Site Visit Report - 2022 EPAS

Letter of Instruction (LOI)

Accreditation Standard 4.1.6: The program has policies for academic advising and professional advising. Professional advising is provided by social work program faculty or staff.

The program described its academic and professional advising policies and procedures. However, it was unclear if professional advising is provided by social work program faculty, staff, or both.

The site visitor is asked to clarify with the program whether professional advising is provided by social work program faculty, staff, or both.

Site Visitor Findings

The program reported that professional advising occurs at the program level. Students are assigned a social work professor (faculty member) to serve as an advisor. This person ensures that the student is on track to complete their coursework and to support their professional development and transition into their career.

Site Visit Report Example Language

Specific Question

Site Visit 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 reviewed by the site visitor. 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.

Navigating ADEI in Site Visits – Documentation

- If a program is unable to address a specific accreditation standard related to ADEI due to legal constraints, in the site visit report the site visitor should:
 - report only what was or was not discussed/observed
 - do not speculate or explain “why” the program did or did not meet a requirement
 - do not reference specific laws or legislation
- For example, in a site visitor report:
 - Instead of, “The program could not demonstrate ADEI efforts due to state legislation.”
 - Site visitors could write:
 - “The program did not discuss activities/efforts related to this standard.” OR
 - “The program discussed X, Y, Z activities/efforts”
- **Resource:** [Navigating ADEI and Accreditation Site Visits](#)



Navigating ADEI in Site Visits – Documentation

- **Let the program provide the context.**
- In the program's response to the site visit report, it is the program's responsibility to:
 - respond to site visit findings
 - explain any legal factors affecting their ability to meet standards
 - demonstrate how they are addressing the standards within their institutional or legal framework
- The accreditation process allows programs to fully explain their circumstances to anything in the site visit report in their formal program response, including any context related to ADEI.
- **Resource :** [Navigating ADEI and Accreditation Site Visits](#)

Submission of the Site Visit Report



- Due **two (2) weeks** after the conclusion of the site visit to the program's accreditation specialist via email
- Failure to adhere to this deadline can result in changes to the program's timeline for re-accreditation.
- If late, proactively notify and request an extension from the accreditation specialist.

Note:

- Accreditation Specialists review the report before sending the final copy to the program and may ask the visitor to provide clarifying edits.
- Accreditation Specialists can help visitors identify the best way to capture what was shared in the visit, especially for tricky areas.

Program Response to the Site Visit Report

- Programs receive the site visit report via email from the Accreditation Specialist
- Programs submit a *Program Response* within two (2) weeks of the date on receipt
- The *Program Response* is the final opportunity for programs to:
 - Provide any clarifying information related to questions in the LOI
 - Provide strengths and opportunities for continuous improvement
 - Correct any inaccuracies or misunderstandings they see in the site visit report
 - Include any materials reviewed with the visitor during the visit
- The BOA uses the LOI, the Site Visit Report, and the Program Response to the Visit Report to make a final decision on the program's reaffirmation.

Note: Site Visitors do not receive a copy of the Program Response, nor do they provide any response to this document.



Contact After the Visit/Reimbursement

Content:

- Visitors are to destroy/ delete all program documents upon confirmation from the specialist that the site visit report has been accepted and finalized.
- Any communication the visitor receives from the program regarding the visit report or other accreditation decision questions, should be directed to the specialist without responding to the program.

Reimbursement:

- Contact between the program and the visitor should cease at the conclusion of the visit, except for any communication related to reimbursement.
- Programs are responsible for all expenses related to the visit, including travel days.
- Site visitors follow the guidelines provided by the program to submit reimbursement requests.
- Within 30 days of the reimbursement request submission, programs are required to either reimburse the visitor or provide an update to the visitor on the timeframe for reimbursement.
- Any challenges around visit expenses are to be directed to the Volunteer Manager for assistance.



Continuous Quality Improvement

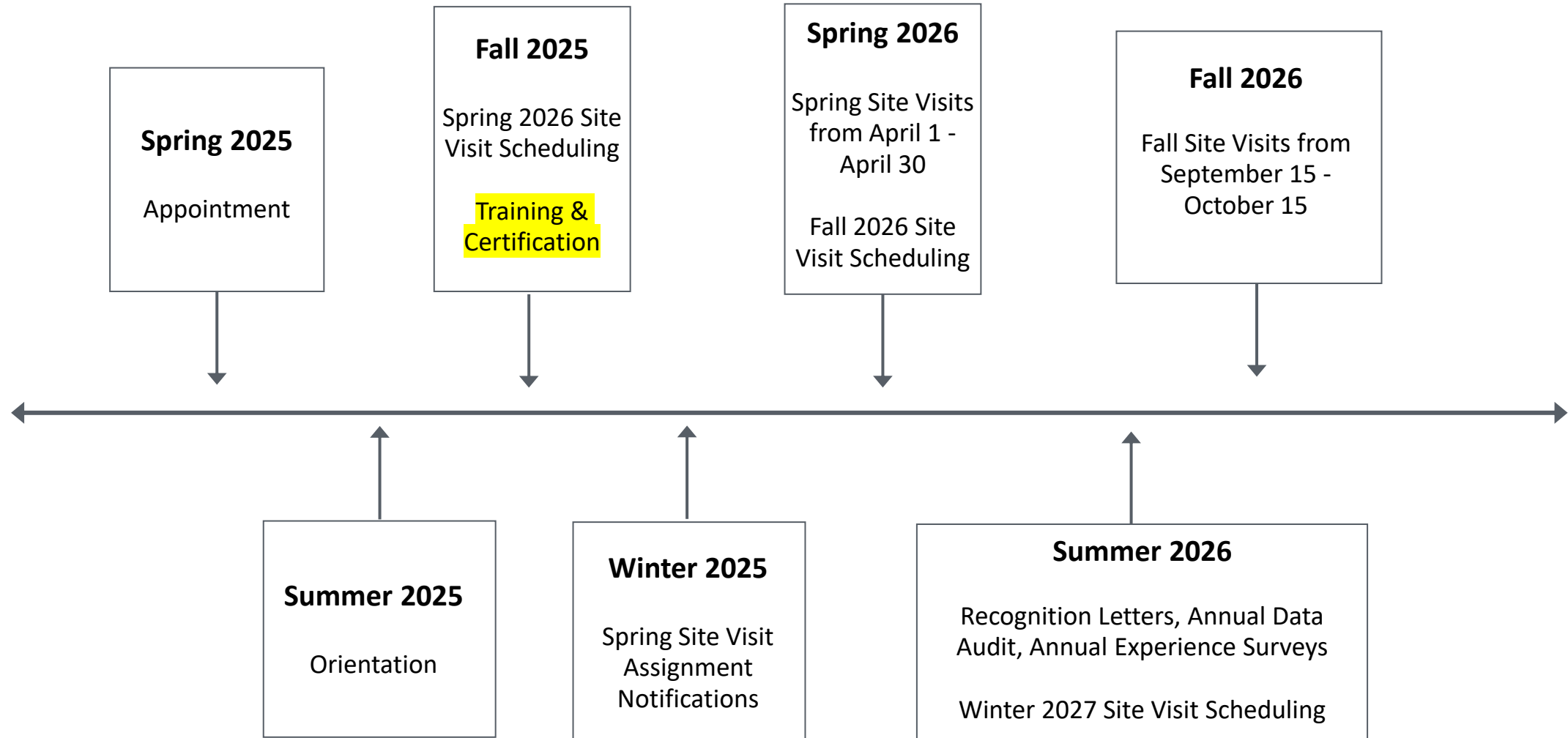
Alyson and Marilyn will relay notable strengths and areas of growth to visitors and offer targeted feedback and training, if needed.



- **Report Feedback** – Accreditation Specialists review site visit reports and provide feedback to ensure. Once a report is accepted, each site visitor receives general feedback of strengths and areas of growth.
- **Site Visit Feedback** – Programs with recent visits may also complete an optional site visit evaluation after the visit.
- **Site Visitor Experience** – Visitors may complete an anonymous site visitor experience evaluation every summer. Visitors are also welcome to contact Alyson or Marilyn to relay positive or constructive feedback anytime!

Next Steps

Site Visitor First Year Timeline



Touch Points Post-Training

- **Site Visitor Drop-In Session Dates:**
 - December 5, 2025, 12 pm-1 pm ET - [Register Here](#)
 - February 20, 2026, 12 pm-1 pm ET - [Register Here](#)
 - May 8, 2026, 12 pm-1 pm ET - [Register Here](#)
 - August 14, 2026, 12 pm-1 pm ET - [Register Here](#)
- And more.....
 - Site Visitor Newsletters
 - Availability form due date reminders
 - Drop-in session reminders
 - Notification of new resources and/or additions to the Site Visitor Resources Member page



THANK YOU

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

Please review the resources section after this slide for links and extra
examples!

Site Visitor Resource Library



Site Visitor Questions

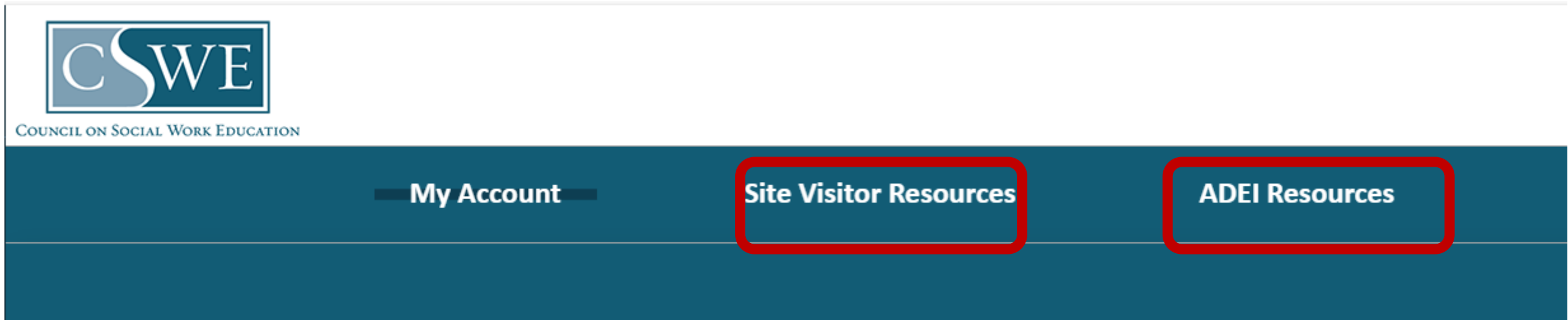
- Email or call with the program's **Accreditation Specialist:**
 - Content of the LOI
 - EPAS interpretations
- Email or call with the **Volunteer Manager:**
 - Site visit planning
 - Site visit schedule
 - Logistics/Travel
 - Difficulty contacting the program
- Joint consultations may be appropriate.
- **CSWE staff are available for site visit questions before, during, and after the visit.**



How to Access Our Members Only Resources

1. Go to <https://membership.cswe.org/Membership>
2. Login to your membership account (or link to your program to become a member, if needed)
 - Click *"keep me signed in if I close the browser"* (for ease, if you choose)
3. Recommend bookmarking this page in your browser
4. Tabs for **"Site Visitor Resources"** and **"ADEI Resources"** will appear on the top of your screen (see next slide for reference)
5. Access resources anytime!
6. Contact membership@cswe.org if you need help managing or accessing your CSWE membership account

Members Only View



Once logged in, you can toggle back and forth between these two pages as needed without having to navigate multiple webpage locations to find everything you need.



Site Visitor Resources Page

On this one-stop shop page you will find:

- ALL site visitor resources – policies, templates, samples, tip sheets, checklists, general questions banks, etc.
- Upcoming events
- Announcements & all the latest information
- Important dates for site visitors reference information
- Training slides and content
- Drop-in session slides and content
- Archived Newsletters
- Other general resource links related to site visiting and accreditation- EPAS Toolkit, EPAS Training, Directories, etc.
- **New resources are coming soon!** Stay tuned (we will also email you when new items launch).



ADEI Resources Page

CSWE has launched an ADEI webpage with centralized information including:

- CSWE Guidance
 - CSWE Statements
 - CHEA Statements
 - ADEI Resources
 - Waiver and extension information
 - And much more!
-
- ❖ Only accessible to members and program primary contacts
 - ❖ Webpage available to accredited, candidate, applicant, and practice doctorate program



ADEI Attestation

Resource: Navigating
ADEI and Accreditation
Site Visits



**Board of Accreditation
Department of Social Work Accreditation**

Navigating ADEI and Accreditation Site Visits

Required Action: This is required information for all site visitors to review and follow. **Please complete the acknowledgement at the end of this document.**

Purpose: To clarify the appropriate role of site visitors during accreditation site visits in contexts where discussion of Antiracism, Diversity, Equity, and Inclusion (ADEI) may be limited by state or other legislation. For more detailed information, please review this [presentation](#).

During the Site Visit

While conducting accreditation site visits, site visitors meet with institutional and program representatives to review areas identified in the Letter of Instruction issued by the CSWE Board of Accreditation.

Site visitors must not offer advice, guidance, or interpretation regarding any federal or state policies or legislation, even if directly asked by program or institutional representatives. This includes:

- laws that restrict discussion or implementation of ADEI initiatives
- requests for help navigating such laws or their implications
- questions about compliance strategies or legal risk



Additional General Accreditation 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](#)
- Directory of Accredited Programs: [Accreditation Directory | CSWE](#)
- Board of Accreditation Directory: [Board of Accreditation](#)
- Directory of CSWE Staff: [Staff Directory | CSWE](#)
- CSWE Board of Accreditation (BOA) Decisions: [BOA Decisions | CSWE](#)



Setting the Stage: Resource Slides

Setting the Stage in Stakeholder Meetings

What is Accreditation?

Accreditation is a system for recognizing educational institutions and professional programs affiliated with those institutions as having a level of **performance, integrity, and quality** that entitles them to the confidence of the educational community and the public they serve.

The purposes of accreditation are:

- quality assurance
- academic improvement
- public accountability

Setting the Stage in Stakeholder Meetings

What is Accreditation?

- Accreditation is a fair, impartial, and objective **peer-review** process, accomplished via dedicated **volunteer** contributions of BOA members and site visitors.
- The Department of Social Work Accreditation (DOSWA) **staff liaison** between the BOA and the program, providing services, education and training opportunities, communicating accreditation policies, procedures, and interpretations, and furnishing BOA decision letters to programs.
- **The BOA is the sole and final arbiter of compliance.**

Setting the Stage in Stakeholder Meetings

Who are the Site Visitors?

- Site visitors conduct visits to baccalaureate and master's programs seeking reaffirmation. Site visitors are full- or part-time social work faculty members at CSWE-accredited social work programs.
- Site visitors operate under the authority of the CSWE-BOA (Board of Accreditation) and visit accredited social work programs to gather information related to the Educational Policy and Accreditation Standards (EPAS) based on questions provided by the BOA.

Setting the Stage in Stakeholder Meetings

Who is the Board of Accreditation (BOA)?

- The Council on Social Work Education (CSWE) Board of Accreditation (BOA) is the accrediting body for social work education. BOA members are full- or part-time social work faculty members at a CSWE-accredited social work program with site visitor experience.
- The Board of Accreditation (BOA) of the Council on Social Work Education (CSWE) is recognized by the **Council on Higher Education Accreditation (CHEA)** to accredit baccalaureate and master's degree programs in the United States and its territories.
- As the accreditor, the BOA is responsible for both formulating accreditation standards and determining the criteria and process for evaluating these standards. In addition, BOA members conduct candidacy visits for baccalaureate and master's programs seeking initial accreditation.