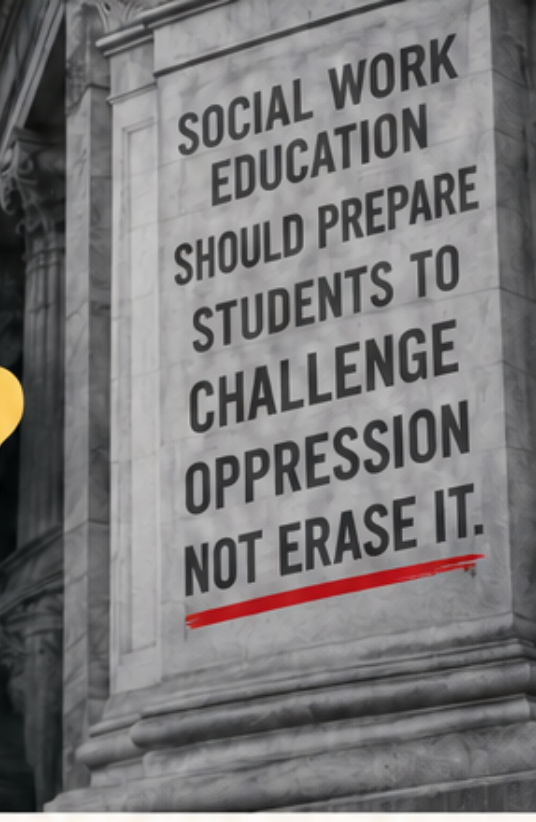
PROPOSED 2029 EPAS: WHAT CHANGED?

WHAT WAS REMOVED, WHAT WAS WEAKENED, AND WHY IT MATTERS.



The proposed 2029 Educational Policy and Accreditation Standards (EPAS) represent a major regression in social work education — moving away from explicit commitments to anti-racism, anti-oppression, and justice.

WHAT THE 2022 EPAS SAID EXPLICITLY

The 2022 EPAS included clear and direct commitments to anti-racism, equity, and justice.

- Anti-racism, anti-oppression, diversity, equity, and inclusion were named directly.
- A stand-alone ADEI competency required social workers to engage anti-racism, diversity, equity, and inclusion in practice.
- Justice was framed as social, racial, economic, and environmental justice.
- Students were expected to critique the profession's history through anti-racist and anti-oppressive lenses.

FROM COMMITMENT TO ERASURE

WHAT THE DRAFT 2029 EPAS DOES INSTEAD

The proposed 2029 EPAS remove, rename, and soften key language — signaling a retreat from explicit commitments to justice.

- The stand-alone ADEI competency is removed.
- 'Advance Human Rights and Social, Racial, Economic, and Environmental Justice' is replaced with 'Promote Dignity, Respect, and Justice for All.'
- Anti-racist and anti-oppressive language is stripped from the competencies.
- The word 'history' is no longer explicitly required.
- Person-in-environment and technology are emphasized more, while racism and oppression are named less.

WHY THIS MATTERS

These changes have major implications for how future social workers are educated, how they practice, and how the profession understands its obligations to justice.

- Less explicit language means less accountability.
- Programs can claim commitment to justice without clearly naming racism or oppression.
- Students may be less prepared to confront structural harm in practice, policy, and research.
- This is not a neutral wording change — it reshapes what social work is expected to teach and defend.

A WEAKER FOUNDATION FOR A MORE JUST FUTURE.



National Collaborative for Reproductive Justice, Innovation, and Political Education in Social Work
NCRJI-SW

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Source comparison by Suzanne Pritzker: *EPAS Competencies Side-by-Side (2022–Draft 2029)*

EDUCATION ✦ JUSTICE ✦ LIBERATION

OUR DEMAND: AN OPEN, TRANSPARENT PROCESS

CSWE must make the process for developing, revising, and approving accreditation standards transparent and accessible to the profession. We need to know who makes decisions, how revisions are developed, when and how people can participate, and how public input is used.

READ THE EVIDENCE. MAKE YOUR VOICE HEARD.

READ SUZANNE PRITZKER'S SIDE-BY-SIDE COMPARISON
2022 EPAS vs. proposed 2029 EPAS • Open document ↗

SUBMIT PUBLIC COMMENTS TO CSWE
Proposed 2029 EPAS • Official CSWE page ↗

ACCREDITATION STANDARDS AND EDUCATIONAL PROTECTIONS

CSWE has asked the profession to consider state restrictions on diversity, equity, and inclusion. Yet existing accreditation requirements have helped social work programs preserve essential coursework under those restrictions.

WHAT THE EVIDENCE SHOWS

NORTH CAROLINA

University-level waivers helped preserve DEI-related social work coursework. At Appalachian State, CSWE declined to waive its competency requirements, and the university granted an institutional exception.

IDAHO

The State Board of Education approved exemptions covering Boise State social work programs, allowing required DEI-related courses to continue.

CSWE GUIDANCE

Programs in states with enacted restrictions may adapt accreditation-document language while maintaining alignment with all nine 2022 EPAS competencies. DEI-related standards are not generally waiver-eligible.

OUR ADDITIONAL DEMAND

Before weakening explicit anti-racist and anti-oppressive accreditation requirements, CSWE must conduct and publicly disclose a state-by-state impact analysis.

The analysis should document how current requirements have enabled programs to preserve educational content, identify where waivers or language adaptations have been used, assess protections that might be lost under the proposed standards, and explain how educators and students will be protected.

OUR QUESTION TO CSWE

If current standards have helped protect this education, what evidence justifies weakening those requirements nationwide?

DOCUMENTATION AND PUBLIC COMMENT

CSWE accreditation guidance · ADEI and state restrictions
OPEN SOURCE | www.cswe.org >

North Carolina · accreditation-related waivers
OPEN SOURCE | www.insidehighered.com >

Idaho · Boise State institutional exemptions
OPEN SOURCE | www.boisestate.edu >

Suzanne Pritzker · 2022 / draft 2029 EPAS comparison
OPEN SOURCE | drive.google.com >

PUBLIC COMMENT · submit directly to CSWE
OPEN DIRECT COMMENT FORM | cswe.az1.qualtrics.com >