

House Workforce & Higher Education Committee
Opponent Testimony to SB 1
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Chair Young, Vice Chair Ritter, Ranking Member Piccolantonio and honorable Members of the House Workforce and Higher Education Committee, thank you for allowing me to testify on behalf of the National Association of Social Workers – Ohio Chapter (NASW-OH)

My testimony today reflects an accreditation issue with the bill language that NASW believes is correctable with an amendment. I also want to note that I have recent and lifelong personal experience with Ohio State's recently closed Office of Diversity and Inclusion, which I will speak more about if time permits or can field questions for if any member of the committee has them.

Educational Policy 1 once states that the purpose of social work is actualized through its quest for social, racial, economic, and environmental justice; the creation of conditions that facilitate the realization of human rights; the elimination of poverty; and the enhancement of life for all people. The core values of social work are listed as "service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values, along with an anti-racist and anti-oppressive perspective, underpin the explicit and implicit curriculum and frame the professions' commitment to respect all people". **Accreditation Standard 1** states that the program's mission statement must be consistent with the program's context and the profession's purpose and values.

Educational Policy 2 states that "social work programs integrate anti-racism, diversity, equity, and inclusion (ADEI) approaches across the curriculum. Programs provide the context through which students learn about their positionality, power, privilege, and difference and develop a commitment to dismantling systems of oppression, such as racism, that affect diverse populations. Programs recognize the pervasive impact of White supremacy and privilege and prepare students to have the knowledge, awareness, and skills necessary to engage in anti-racist practice. The dimensions of diversity, equity, and inclusion are understood as the intersectionality of multiple 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/spirituality, sex, sexual orientation, and tribal sovereign status. Faculty and administrators model anti-racist and anti-oppressive practice and respect for diversity and difference. Faculty and administrators also foster an equitable and inclusive learning



environment by facilitating important ADEI discourse. The program's commitment to ADEI is reflected in its explicit and implicit curriculum." **Accreditation Standard 2** requires that the program engage in specific and continuous efforts within the implicit and explicit curriculum related to anti-racism, diversity, equity, and inclusion while also providing examples of its specific efforts.

Accreditation Standard 4 requires that "the program's admissions policies are equitable and inclusive, with particular attention to underrepresented as well as historically and currently oppressed groups" 400 W Wilson Bridge Road, Suite 103, Worthington, OH 43085-2259 614.461.4484 > naswoh.org National NASW Association of Social Workers OHIO CHAPTER

Accreditation Standard 5 requires that "the program has a systematic plan to assess anti-racism, diversity, equity, and inclusion efforts within the programs' implicit curriculum, with a particular focus on the program's efforts to foster ADEI in the student learning environment". A link to the full accreditation standards can be found at the end of my written testimony.

All of these standards are essential to social work education because of the wide range of populations that social workers engage with and the importance of competent mental healthcare. You can not approach every client the same because everyone is unique and social workers pride themselves on meeting people where they are. That means that we must have a background and understanding of as many possible backgrounds our clients can come from as possible. Passing this bill puts social work education, the largest source of mental healthcare providers, at risk in our state. I respectfully ask that you vote no on SB 1 and if the bill does pass out of committee that is amended to allow for social work education to continue to prepare the state's next generation of mental healthcare providers.

PDF of standards: [https://www.cswe.org/getmedia/bb5d8afe-7680-42dc-a332-a6e6103f4998/2022-Educational-Policy-and-Accreditation-Standards-\(EPAS\).pdf](https://www.cswe.org/getmedia/bb5d8afe-7680-42dc-a332-a6e6103f4998/2022-Educational-Policy-and-Accreditation-Standards-(EPAS).pdf)

Link from website to access PDF: <https://www.cswe.org/accreditation/policies-process/2022epas/>

Thank you again for the opportunity to testify in opposition to Senate Bill 1. I would be more than happy to answer any questions the committee has.

