



COUNCIL ON SOCIAL WORK EDUCATION

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

2015 EPAS vs. 2022 EPAS Crosswalk

Purpose

- Baccalaureate and master’s social work education programs may apply this crosswalk to:
 - Transition to the 2022 EPAS in alignment with the [implementation timeline](#)
 - Prepare for the program’s next accreditation review under the [2022 EPAS](#).
- Color code key:

	= no equivalent standard or content moved to another standard
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Nine Social Work Competencies

2015 EPAS	2022 EPAS	Summary of Changes
<p>Nine Social Work Competencies</p> <p><i>Competency 1:</i> Demonstrate Ethical and Professional Behavior</p> <p><i>Competency 2:</i> Engage Diversity and Difference in Practice</p> <p><i>Competency 3:</i> Advance Human Rights and Social, Economic, and Environmental Justice</p> <p><i>Competency 4:</i> Engage in Practice-Informed Research and Research-Informed Practice</p> <p><i>Competency 5:</i> Engage in Policy Practice</p> <p><i>Competency 6:</i> Engage with Individuals, Families, Groups, Organizations, and Communities</p> <p><i>Competency 7:</i> Assess Individuals, Families, Groups, Organizations, and Communities</p> <p><i>Competency 8:</i> Intervene with Individuals, Families, Groups, Organizations, and Communities</p> <p><i>Competency 9:</i> Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p>	<p>Nine Social Work Competencies</p> <p><i>Competency 1:</i> Demonstrate Ethical and Professional Behavior</p> <p><i>Competency 2:</i> Advance Human Rights and Social, Racial, Economic, and Environmental Justice</p> <p><i>Competency 3:</i> Engage Anti-Racism, Diversity, Equity, and Inclusion (A DEI) in Practice</p> <p><i>Competency 4:</i> Engage in Practice-Informed Research and Research-Informed Practice</p> <p><i>Competency 5:</i> Engage in Policy Practice</p> <p><i>Competency 6:</i> Engage with Individuals, Families, Groups, Organizations, and Communities</p> <p><i>Competency 7:</i> Assess Individuals, Families, Groups, Organizations, and Communities</p> <p><i>Competency 8:</i> Intervene with Individuals, Families, Groups, Organizations, and Communities</p> <p><i>Competency 9:</i> Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p>	<ul style="list-style-type: none"> • <i>Revised:</i> Switched the order of competencies 2 and 3. • <i>Revised:</i> “Racial Justice” added to competency 2. • <i>Revised:</i> Competency 3 changed to: “Engage Anti-Racism, Diversity, Equity, and Inclusion (A DEI) in Practice.” • <i>Revised:</i> The generalist behaviors associated with the nine competencies were reduced from 31 to 20.

Program Mission

2015 EPAS	2022 EPAS	Summary of Changes
<p><i>Accreditation Standard (AS) 1.0—Program Mission and Goals</i></p>	<p><i>Accreditation Standard (AS) 1.0—Program Mission</i></p>	<ul style="list-style-type: none"> • <i>Removed:</i> Institutional mission consistency and goals.

2015 EPAS	2022 EPAS	Summary of Changes
<i>AS 1.0.1: The program submits its mission statement and describes how it is consistent with the profession’s purpose and values.</i>	<i>AS 1.0.1 The program has a program-level mission statement that is consistent with the profession’s purpose and values. Institutions with accredited baccalaureate and master’s programs have a separate mission statement for each program.</i>	<ul style="list-style-type: none"> • <i>Revised:</i> Standard clarified to reflect BOA intent and interpretation. No major content-based changes.
<i>AS 1.0.2: The program describes how its mission is consistent with the institutional mission and the program’s context across program options.</i>	<i>AS 1.0.2: The program’s mission statement is consistent with the program’s context.</i>	<ul style="list-style-type: none"> • <i>Removed:</i> Requirement to explain consistency between the institutional mission and program mission.
<i>AS 1.0.3: The program identifies its goals and demonstrates how they are derived from the program’s mission.</i>		<ul style="list-style-type: none"> • <i>Removed:</i> Full standard. Program goals are not identified for accreditation purposes.

Anti-Racism, Diversity, Equity, and Inclusion (A DEI)

2015 EPAS	2022 EPAS	Summary of Changes
	<i>Accreditation Standard 2.0—Anti-Racism, Diversity, Equity, and Inclusion (A DEI)</i>	<ul style="list-style-type: none"> • <i>Moved and revised:</i> AS 3.0 Diversity moved to AS 2.0 and focus expanded to include Anti-Racism, Equity, and Inclusion.
	<i>AS 2.0.1: The program engages in specific and continuous efforts within the explicit curriculum related to anti-racism, diversity, equity, and inclusion.</i>	<ul style="list-style-type: none"> • <i>New:</i> Requirement to identify A DEI efforts within both the explicit and implicit curriculum, rather than implicit curriculum only.
	<i>AS 2.0.2: The program engages in specific and continuous efforts within the implicit curriculum related to anti-racism, diversity, equity, and inclusion.</i>	<ul style="list-style-type: none"> • <i>Revised:</i> AS 3.0.1 (2015 EPAS) expanded focus to include each element of A DEI.
<i>Accreditation Standard 3.0—Diversity</i>		<ul style="list-style-type: none"> • <i>Moved:</i> To AS 2.0 and added Anti-Racism, Equity, and Inclusion.

2015 EPAS	2022 EPAS	Summary of Changes
<i>AS 3.0.1: The program describes the specific and continuous efforts it makes to provide a learning environment that models affirmation and respect for diversity and difference.</i>		<ul style="list-style-type: none"> Moved to AS 2.0.2 (2022 EPAS). AS 3.0.1 (2015 EPAS) expanded focus to include each element of ADEL.
<i>AS 3.0.2: The program explains how these efforts provide a supportive and inclusive learning environment.</i>		<ul style="list-style-type: none"> <i>Removed:</i> Full standard.
<i>AS 3.0.3: The program describes specific plans to continually improve the learning environment to affirm and support persons with diverse identities.</i>		<ul style="list-style-type: none"> <i>Removed:</i> Full standard.

Generalist Practice

2015 EPAS	2022 EPAS	Summary of Changes
Accreditation Standard B2.0—Generalist Practice	Accreditation Standard 3.1: Generalist Practice	<ul style="list-style-type: none"> N/A
<i>AS B2.0.1: The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0.</i>		<ul style="list-style-type: none"> <i>Removed:</i> Full standard.
<i>AS B2.0.2: The program provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.</i>	<i>AS 3.1.1: The program’s generalist practice curriculum integrates the classroom and field and is informed by the professional practice community.</i>	<ul style="list-style-type: none"> <i>New:</i> Requirement to explain how the professional practice community is engaged in the generalist explicit curriculum, and the impact this engagement has on curriculum content, development, and delivery for both classroom and field.
<i>AS B2.0.3: The program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.</i>	<i>AS 3.1.2: The program’s generalist practice curriculum content implements the nine social work competencies (and any additional competencies added by the program).</i>	<ul style="list-style-type: none"> <i>Revised:</i> No major content-based changes

2015 EPAS	2022 EPAS	Summary of Changes
Accreditation Standard M2.0—Generalist Practice		<ul style="list-style-type: none"> Removed: Separate baccalaureate and master’s generalist practice standards and combined into AS 3.1.1 (2022 EPAS) and AS 3.1.2 (2022 EPAS).
<i>AS M2.0.1: The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0.</i>		<ul style="list-style-type: none"> Removed: Full standard.
<i>AS M2.0.2: The program provides a rationale for its formal curriculum design for generalist practice demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.</i>		<ul style="list-style-type: none"> Removed: Separate baccalaureate and master’s generalist practice standards and combined into AS 3.1.1 (2022 EPAS) and AS 3.1.2 (2022 EPAS).
<i>AS M2.0.3: The program provides a matrix that illustrates how its generalist practice content implements the nine required social work competencies and any additional competencies added by the program.</i>		<ul style="list-style-type: none"> Removed: Separate baccalaureate and master’s generalist practice standards and combined into AS 3.1.1 (2022 EPAS) and AS 3.1.2 (2022 EPAS).

Specialized Practice

2015 EPAS	2022 EPAS	Summary of Changes
Accreditation Standard M2.1—Specialized Practice	Accreditation Standard 3.2—Specialized Practice	<ul style="list-style-type: none"> N/A
<i>AS M2.1.1: The program identifies its area(s) of specialized practice (EP M2.1), and demonstrates how each builds on generalist practice.</i>	<i>AS M3.2.1: The program has at least one area of specialized practice. For each area of specialized practice, the program extends and enhances the nine social work competencies (and any additional competencies added by the program).</i>	<ul style="list-style-type: none"> Moved: AS M2.1.1 (2015 EPAS) split into AS M3.2.1 (2022 EPAS) and AS M3.2.2 (2022 EPAS), and then combined with AS M2.1.3 (2015 EPAS). Revised: Previous specialized practice standards combined and streamlined. No major content-based changes.
	<i>AS M3.2.2: The program’s area(s) of specialized practice builds on elements of generalist practice.</i>	<ul style="list-style-type: none"> Moved: AS M2.1.1 (2015 EPAS) split into AS M3.2.1 (2022 EPAS) and AS M3.2.2 (2022 EPAS).

2015 EPAS	2022 EPAS	Summary of Changes
		<ul style="list-style-type: none"> <i>Revised:</i> Previous specialized practice standards combined and streamlined. No major content-based changes.
<i>AS M2.1.2: The program provides a rationale for its formal curriculum design for specialized practice demonstrating how the design is used to develop a coherent and integrated curriculum for both classroom and field.</i>	<i>AS M3.2.3: The program’s specialized practice curriculum integrates classroom and field and is informed by the professional practice community.</i>	<ul style="list-style-type: none"> <i>New:</i> Requirement to explain how the professional practice community is engaged in the specialized explicit curriculum, and the impact this engagement has on curriculum content, development, and delivery.
<i>AS M2.1.3: The program describes how its area(s) of specialized practice extend and enhance the nine Social Work Competencies (and any additional competencies developed by the program) to prepare students for practice in the area(s) of specialization.</i>		<ul style="list-style-type: none"> <i>Moved:</i> To AS M3.2.1 (2022 EPAS). <i>Revised:</i> No major content-based changes.
<i>AS M2.1.4: For each area of specialized practice, the program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.</i>	<i>AS M3.2.4: The program’s specialized practice curriculum content implements the nine social work competencies (and any additional competencies added by the program).</i>	<ul style="list-style-type: none"> <i>Revised:</i> No major content-based changes

Field Education

2015 EPAS	2022 EPAS	Summary of Changes
Accreditation Standard 2.2—Field Education	Accreditation Standard 3.3—Field Education	<ul style="list-style-type: none"> N/A
<i>AS 2.2.1: The program explains how its field education program connects the theoretical and conceptual contributions of the classroom and field settings.</i>		<ul style="list-style-type: none"> <i>Moved:</i> To compliance statements of AS B3.1.1 (2022 EPAS) and AS M3.2.3 (2022 EPAS).
<i>AS B2.2.2: The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with</i>	<i>AS 3.3.1: The field education program ensures generalist practice opportunities for all students to demonstrate the nine social work competencies (and any additional</i>	<ul style="list-style-type: none"> <i>Removed:</i> Separate baccalaureate and master’s generalist practice standards and combined into AS 3.1.1 (2022 EPAS).

2015 EPAS	2022 EPAS	Summary of Changes
<i>individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.</i>	<i>competencies added by the program) with all system levels: individuals, families, groups, organizations, and communities in field settings.</i>	
<i>AS M2.2.2: The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.</i>		<ul style="list-style-type: none"> Removed: Separate baccalaureate and master’s generalist practice standards and combined into AS 3.1.1 (2022 EPAS).
<i>AS M2.2.3: The program explains how its field education program provides specialized practice opportunities for students to demonstrate social work competencies within an area of specialized practice and illustrates how this is accomplished in field settings.</i>	<i>AS M3.3.2: The field education program ensures specialized practice opportunities for all students to demonstrate the nine social work competencies (and any additional competencies added by the program) with one or more relevant system levels in field settings for each area of specialized practice.</i>	<ul style="list-style-type: none"> Revised: Standard clarified to reflect BOA intention and interpretation. No major content-based changes.
<i>AS 2.2.4: The program explains how students across all program options in its field education program demonstrate social work competencies through in-person contact with clients and constituencies.</i>		<ul style="list-style-type: none"> Removed: Full standard.
<i>AS 2.2.5: The program describes how its field education program provides a minimum of 400 hours of field education for baccalaureate programs and a minimum of 900 hours for master's programs.</i>	<i>AS 3.3.3: The field education program provides a minimum of 400 hours of field education for baccalaureate programs and a minimum of 900 hours of field education for master’s programs.</i>	<ul style="list-style-type: none"> Revised: No major content-based changes
<i>AS 2.2.6: The program provides its criteria for admission into field education and explains how its field education program admits only those students who have met the program's specified criteria.</i>		<ul style="list-style-type: none"> Removed: Full standard.
<i>AS 2.2.7: The program describes how its field education program specifies policies, criteria, and procedures for selecting field settings;</i>	<i>AS 3.3.4: The field education program has a process for identifying, approving, and engaging with field education settings. The</i>	<ul style="list-style-type: none"> Moved: To AS 3.3.5 (2022 EPAS).

2015 EPAS	2022 EPAS	Summary of Changes
<p><i>placing and monitoring students; supporting student safety; and evaluating student learning and field setting effectiveness congruent with the social work competencies.</i></p>	<p><i>field education program has a process for orienting and engaging with field instructors. The field education program has a process for evaluating field instructor and field education setting effectiveness.</i></p>	<ul style="list-style-type: none"> • <i>Revised:</i> Now standard is focused on the field setting rather than field administrative operations.
<p>AS 2.2.8: <i>The program describes how its field education program maintains contact with field settings across all program options. The program explains how on-site contact or other methods are used to monitor student learning and field setting effectiveness.</i></p>	<p>AS 3.3.5: <i>The field education program has a process for orienting students, placing students, monitoring and supporting student learning, implementing student safety protocols, and evaluating student learning congruent with the nine social work competencies (and any additional competencies added by the program).</i></p>	<ul style="list-style-type: none"> • <i>Moved:</i> To AS 3.3.4 (2022 EPAS). • <i>Revised:</i> Includes AS 2.2.10 (2015 EPAS). • <i>Revised:</i> Now standard is focused on students rather than field administrative operations.
<p>AS B2.2.9: <i>The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program and have 2 years post-social work degree practice experience in social work. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.</i></p>	<p>AS B3.3.6: <i>The program ensures that all baccalaureate students receive field supervision from an individual who holds a baccalaureate or master's degree in social work from a CSWE-accredited program and who has at least two years of post-social work degree practice experience in social work.</i></p>	<ul style="list-style-type: none"> • <i>Revised:</i> Standard clarified to reflect BOA intention and interpretation. No major content-based changes
<p>AS M2.2.9: <i>The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field</i></p>	<p>AS M3.3.6: <i>The program ensures that all master's students receive field supervision from an individual who holds a master's degree in social work from a CSWE-accredited program and who has at least two years of</i></p>	<ul style="list-style-type: none"> • <i>Revised:</i> Standard clarified to reflect BOA intention and interpretation. No major content-based changes

2015 EPAS	2022 EPAS	Summary of Changes
<p><i>instructors for master's students hold a master's degree in social work from a CSWE-accredited program and have 2 years post-master's social work practice experience. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.</i></p>	<p><i>post-master's social work degree practice experience in social work.</i></p>	
<p>AS 2.2.10: <i>The program describes how its field education program provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.</i></p>		<ul style="list-style-type: none"> • Moved: To AS 3.3.4 (2022 EPAS).
<p>AS 2.2.11: <i>The program describes how its field education program develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment.</i></p>	<p>AS 3.3.7: <i>The program has a policy documenting whether it permits field placements in an organization in which the student is also employed. If permitted, student assignments and employee tasks may qualify as field hours when directly linked to the nine social work competencies (and any additional competencies added by the program) and level of practice (generalist or specialized). Field education supervision may be provided by the same supervisor if field education supervision is distinct from employment supervision and the supervisor meets the requirements of Accreditation Standard 3.3.6. The policy documents how the program assists students with field education continuation or change in situations where a student becomes unemployed in an organization where field education has co-occurred with employment.</i></p>	<ul style="list-style-type: none"> • New: If employment-based field is permitted by the program: <ul style="list-style-type: none"> ○ Student assignments and employee tasks may qualify as field hours when directly linked to the nine social work competencies (and any additional competencies added by the program) and level of practice (generalist or specialized); and ○ Field education supervision may be provided by the same supervisor if field education supervision is distinct from employment supervision and the supervisor meets the requirements of AS B/M3.3.6.

Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation

2015 EPAS	2022 EPAS	Summary of Changes
<i>Accreditation Standard 3.1—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation</i>	<i>Accreditation Standard 3.1—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation</i>	<ul style="list-style-type: none"> • N/A
<i>Admissions</i>	<i>Admissions</i>	<ul style="list-style-type: none"> • N/A
	<i>AS 4.1.1: The program’s admissions policies are equitable and inclusive, with particular attention to underrepresented as well as historically and currently oppressed groups.</i>	<ul style="list-style-type: none"> • <i>New:</i> Requirement to describe how admissions processes are equitable and inclusive, with particular attention to underrepresented as well as historically and currently oppressed groups.
<i>AS B3.1.1: The program identifies the criteria it uses for admission.</i>	<i>AS B4.1.2: The program has criteria for admission, a process for application evaluation, and a process to notify students of admission decisions.</i>	<ul style="list-style-type: none"> • <i>Revised:</i> Evaluation and notification of admissions decisions included from AS 3.1.2 (2015 EPAS).
<i>AS M3.1.1: The program identifies the criteria it uses for admission to the social work program. The criteria for admission to the master’s program must include an earned baccalaureate degree from a college or university accredited by a recognized regional accrediting association. Baccalaureate social work graduates entering master’s social work programs are not to repeat what has been achieved in their baccalaureate social work programs.</i>	<i>AS M4.1.2: The program has criteria for admission, a process for application evaluation, and a process to notify students of admission decisions. The criteria for admission to the master’s program must include an earned baccalaureate degree from a college or university accredited by a recognized regional accrediting organization.</i>	<ul style="list-style-type: none"> • <i>Revised:</i> Evaluation and notification of admissions decisions included from AS 3.1.2 (2015 EPAS). • <i>Moved:</i> The “not repeating prior achievements/content” portion of the standard moved to AS M3.1.3 (2022 EPAS).
<i>AS 3.1.2: The program describes the process and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.</i>		<ul style="list-style-type: none"> • <i>Moved:</i> To AS B/M4.1.2 (2022 EPAS).
<i>AS M3.1.3: The program describes the policies and procedures used for awarding advanced standing. The program indicates that advanced</i>	<i>AS M4.1.3: The program offers advanced standing to graduates holding degrees from baccalaureate social work programs</i>	<ul style="list-style-type: none"> • <i>New:</i> All master’s programs are required to offer advanced standing to graduates holding degrees from baccalaureate social

2015 EPAS	2022 EPAS	Summary of Changes
<p><i>standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, recognized through its International Social Work Degree Recognition and Evaluation Services, or covered under a memorandum of understanding with international social work accreditors.</i></p>	<p><i>accredited by CSWE. The program has a policy to ensure that students from CSWE-accredited baccalaureate social work programs do not repeat generalist content at the master's level that has been achieved at the baccalaureate level.</i></p>	<p>work programs accredited by CSWE, recognized through its International Social Work Degree Recognition and Evaluation Services, or covered under a memorandum of understanding with international social work accreditors.</p> <ul style="list-style-type: none"> • <i>Moved:</i> The “not repeating prior achievements/content” portion of the standard moved to AS M3.1.3 (2022 EPAS). • <i>New:</i> When baccalaureate social work graduates do not qualify for advanced standing status, programs must implement a secondary process/mechanism for ensuring those students do not repeat generalist content achievements.
<p>AS 3.1.4: <i>The program describes its policies and procedures concerning the transfer of credits.</i></p>	<p>AS 4.1.4: <i>The program has policies for the transfer of social work course credit.</i></p>	<ul style="list-style-type: none"> • <i>Revised:</i> No major content-based changes.
<p>AS 3.1.5: <i>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.</i></p>	<p>AS 4.1.5: <i>The program does not grant social work course credit for life experience or previous work experience.</i></p>	<ul style="list-style-type: none"> • <i>Revised:</i> No major content-based changes.
<p>Advisement, retention, and termination</p>	<p>Advising, Retention, and Termination</p>	<ul style="list-style-type: none"> • N/A
<p>AS 3.1.6: <i>The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.</i></p>	<p>AS 4.1.6: <i>The program has policies for academic advising and professional advising. Professional advising is provided by social work program faculty or staff.</i></p>	<ul style="list-style-type: none"> • <i>Revised:</i> No major content-based changes.
<p>AS 3.1.7: <i>The program submits its policies and procedures for evaluating student's academic and professional performance, including grievance policies and procedures. The program describes how it informs students of</i></p>	<p>AS 4.1.7: <i>The program has policies for evaluating student academic performance, evaluating professional performance, and termination from the program. The program also has policies related to due process for</i></p>	<ul style="list-style-type: none"> • <i>Moved:</i> Termination policies moved from AS 3.1.8 (2015 EPAS). • <i>Removed:</i> Requirement to submit procedures for accreditation purposes.

2015 EPAS	2022 EPAS	Summary of Changes
<i>its criteria for evaluating their academic and professional performance and its policies and procedures for grievance.</i>	<i>reasons of academic performance, professional performance, and termination from the program.</i>	
AS 3.1.8: <i>The program submits its policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance. The program describes how it informs students of these policies and procedures.</i>		<ul style="list-style-type: none"> • Moved: Termination policies moved to AS 4.1.7 (2022 EPAS).
Student Participation	Student Participation	<ul style="list-style-type: none"> • N/A
AS 3.1.9: <i>The program describes its policies and procedures specifying students' rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs.</i>	AS 4.1.8: <i>The program has policies that ensure equitable and inclusive opportunities for student input and participation in the implicit and explicit curriculum.</i>	<ul style="list-style-type: none"> • Revised: Combined AS 3.1.9 and AS 3.1.10 in (2015 EPAS) into one standard.
AS 3.1.10: <i>The program demonstrates how it provides opportunities and encourages students to organize in their interests.</i>		<ul style="list-style-type: none"> • Revised: Combined AS 3.1.9 and AS 3.1.10 in (2015 EPAS) into one standard.

Faculty

2015 EPAS	2022 EPAS	Summary of Changes
Accreditation Standard 3.2—Faculty	Accreditation Standard 4.2—Faculty	<ul style="list-style-type: none"> • N/A
AS 3.2.1: <i>The program identifies each full- and part-time social work faculty member and discusses his or her qualifications, competence, expertise in social work education and practice, and years of service to the program.</i>	AS B4.2.1: <i>The baccalaureate social work program identifies no fewer than two full-time faculty, with a full-time appointment in social work, whose principal assignment is to the baccalaureate program. Inclusive of all program options, the majority of the full-time social work program faculty whose principal assignment is to the baccalaureate program have a master's degree in social work from a CSWE-accredited program.</i>	<ul style="list-style-type: none"> • Moved: To compliance statement for AS B/M4.2.1. • Revised: The minimum faculty for master's programs (AS M4.2.1) is now four full-time faculty with a full-time appointment in social work, whose principal assignment is to the master's program, instead of six.

2015 EPAS	2022 EPAS	Summary of Changes
	<p><i>AS M4.2.1: The master’s social work program identifies no fewer than four full-time faculty with a full-time appointment in social work, whose principal assignment is to the master’s program. Inclusive of all program options, the majority of the full-time social work program faculty whose principal assignment is to the master’s program have both a master’s degree in social work from a CSWE-accredited program and a doctoral degree, preferably in social work.</i></p>	
<p><i>AS 3.2.2: The program documents that faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least 2 years of post–master’s social work degree practice experience.</i></p>	<p><i>AS 4.2.2: Faculty who teach social work practice courses have a master’s degree in social work from a CSWE-accredited program and at least two years of post-master’s social work degree practice experience in social work.</i></p>	<ul style="list-style-type: none"> • <i>Revised:</i> No major content-based changes
<p><i>AS 3.2.3: The program documents a full-time equivalent faculty-to-student ratio not greater than 1:25 for baccalaureate programs and not greater than 1:12 for master’s programs and explains how this ratio is calculated. In addition, the program explains how faculty size is commensurate with the number and type of curricular offerings in class and field; number of program options; class size; number of students; advising; and the faculty's teaching, scholarly, and service responsibilities.</i></p>	<p><i>AS B4.2.3: Inclusive of all program options, the baccalaureate program has a full-time equivalent faculty-to-student ratio not greater than 1:25. For programs that do not meet the 1:25 faculty-to-student ratio, the program has evidence to demonstrate achievement of student competence (AS 5.0.1) and program outcomes (AS 5.0.3).</i></p> <p><i>AS M4.2.3: Inclusive of all program options, the master’s program has a full-time equivalent faculty-to-student ratio not greater than 1:12. For programs that do not meet the 1:12 faculty-to-student ratio, the program has evidence to demonstrate achievement of student competence (AS 5.0.1) and program outcomes (AS 5.0.3).</i></p>	<ul style="list-style-type: none"> • <i>Revised:</i> Faculty-to-student ratio standards are now separate for baccalaureate and master’s levels (AS B4.2.3 and AS M4.2.3). • <i>New:</i> Programs that do not meet the required faculty-to-student ratios must now provide evidence demonstrating achievement of student competence [AS 5.0.1(b)] and program outcomes (AS 5.0.3), provide a rationale, and discuss sufficiency.
<p><i>AS B3.2.4: The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the baccalaureate program,</i></p>		<ul style="list-style-type: none"> • <i>Revised and Moved:</i> To AS B4.2.1.

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<p><i>with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority of the total full-time baccalaureate social work program faculty has a master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred.</i></p>		
<p><i>AS M3.2.4: The master's social work program identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree, preferably in social work.</i></p>		<ul style="list-style-type: none"> • <i>Revised and Moved: To AS M4.2.1.</i>
<p><i>AS 3.2.5: The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program's mission and goals.</i></p>		<ul style="list-style-type: none"> • <i>Removed: Full standard.</i>
<p><i>AS 3.2.6: Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program's mission and goals.</i></p>		<ul style="list-style-type: none"> • <i>Removed: Full standard.</i>
<p><i>AS 3.2.7: The program demonstrates how its faculty models the behavior and values of the profession in the program's educational environment.</i></p>		<ul style="list-style-type: none"> • <i>Removed: Full standard.</i>

Administrative and Governance Structure

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Accreditation Standard 3.3—Administrative Structure	Accreditation Standard 4.3—Administrative and Governance Structure	<ul style="list-style-type: none"> • N/A
<i>AS 3.3.1: The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program’s mission and goals.</i>	<i>AS 4.3.1: The program has the necessary autonomy to achieve its mission.</i>	<ul style="list-style-type: none"> • Revised: No major content-based changes. • Removed: “Goals.”
<i>AS 3.3.2: The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution’s policies.</i>	<i>AS 4.3.2: The social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards (EPAS).</i>	<ul style="list-style-type: none"> • Revised: No major content-based changes.
<i>AS 3.3.3: The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.</i>	<i>AS 4.3.3: The program’s administration and faculty participate in formulating and implementing equitable and inclusive policies and/or practices for the recruitment and hiring, retention, promotion, and if applicable, tenure of program personnel.</i>	<ul style="list-style-type: none"> • Revised: Added “equitable and inclusive” policies requirement.
<p><i>AS 3.3.4: The program identifies the social work program director. Institutions with accredited baccalaureate and master’s programs appoint a separate director for each.</i></p> <p><i>AS B3.3.4(b): The program provides documentation that the director has a full-time appointment to the social work baccalaureate program.</i></p> <p><i>AS M3.3.4(b): The program provides documentation that the director has a full-time appointment to the social work master’s program.</i></p>	<i>AS 4.3.4(a): The program has a program director who administers all program options. The program director has a full-time appointment to social work, with a primary assignment to the program they administer. Institutions with accredited baccalaureate and master’s social work programs have a separate director appointed for each program.</i>	<ul style="list-style-type: none"> • Revised: Combined AS 3.3.4 and AS B/M 3.3.4(b) (2015 EPAS). • Revised: Standard clarified to reflect BOA intention and interpretation. No major content-based changes.

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<p>AS B3.3.4(a): The program describes the baccalaureate program director’s leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master’s degree in social work from a CSWE-accredited program with a doctoral degree in social work preferred.</p>	<p>AS B4.3.4(b): The baccalaureate program director has a master’s degree in social work from a CSWE-accredited program. The program director has the ability to provide leadership through teaching, scholarship, curriculum development, administrative experience, and/or other academic and professional activities in social work.</p>	<ul style="list-style-type: none"> • <i>Revised:</i> No major content-based changes. <i>Removed:</i> “With a doctoral degree in social work preferred.”
<p>AS M3.3.4(a): The program describes the master’s program director’s leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master’s degree in social work from a CSWE-accredited program. In addition, it is preferred that the master’s program director have a doctoral degree, preferably in social work.</p>	<p>AS M4.3.4(b): The master’s program director has a master’s degree in social work from a CSWE-accredited program. In addition, it is preferred that the master’s program director have a doctoral degree, preferably in social work. The program director has the ability to provide leadership through teaching, scholarship, curriculum development, administrative experience, and/or other academic and professional activities in social work.</p>	<ul style="list-style-type: none"> • <i>Revised:</i> Standard clarified to reflect BOA intention and interpretation. No major content-based changes.
<p>AS B3.3.4(c): The program describes the procedures for calculating the program director’s assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 25% assigned time is required at the baccalaureate level. The program discusses that this time is sufficient.</p>	<p>AS B4.3.4(c): The baccalaureate program director has sufficient assigned time for administrative oversight of the social work program, inclusive of all program options. It is customary for the program director to have, at minimum, 25% assigned time to administer the social work program.</p>	<ul style="list-style-type: none"> • <i>New:</i> Assigned time to provide administrative oversight of the program is now customary, not required. • <i>Revised:</i> Requirement to demonstrate sufficiency of assigned time for the program director’s administrative oversight.
<p>AS M3.3.4(c): The program describes the procedures for determining the program director’s assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions</p>	<p>AS M4.3.4(c): The master’s program director has sufficient assigned time for administrative oversight of the social work program, inclusive of all program options. It is customary for the program director to have, at minimum, 50%</p>	<ul style="list-style-type: none"> • <i>New:</i> Assigned time to provide administrative oversight of the program is now customary, not required. • <i>Revised:</i> Requirement to demonstrate sufficiency of assigned time for the

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<p><i>specific to responsibilities of the social work program, a minimum of 50% assigned time is required at the master's level. The program demonstrates this time is sufficient.</i></p>	<p><i>assigned time to administer the social work program. a. The program provides the program director's workload.</i></p>	<p>program director's administrative oversight.</p>
<p>AS 3.3.5: <i>The program identifies the field education director.</i></p>	<p>AS 4.3.5(a): <i>The program has a field education director who administers all program options. The field education director has a full-time appointment to social work. Institutions with accredited baccalaureate and master's social work programs may have the same field education director appointed to both programs.</i></p>	<ul style="list-style-type: none"> • New: Field education director must have a full-time appointment to social work.
<p>AS 3.3.5(a): <i>The program describes the field director's ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.</i></p> <p>AS B3.3.5(b): <i>The program documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of post-baccalaureate or post-master's social work degree practice experience.</i></p>	<p>AS B4.3.5(b): <i>The baccalaureate field education director has a master's degree in social work from a CSWE-accredited program and at least two years of post-baccalaureate social work degree or post-master's social work degree practice experience in social work. The field education director has the ability to provide leadership to the field education program through practice experience, field instruction experience, and administrative and/or other relevant academic and professional activities in social work.</i></p>	<ul style="list-style-type: none"> • Revised: Combined AS 3.3.5(a) and AS B3.3.5(b). No major content-based changes.
<p>AS 3.3.5(a): <i>The program describes the field director's ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.</i></p> <p>AS M3.3.5(b): <i>The program documents that the field education director has a master's degree in social work from a CSWE-accredited</i></p>	<p>AS M4.3.5(b): <i>The master's field education director has a master's degree in social work from a CSWE-accredited program and at least two years of post-master's social work degree practice experience in social work. The field education director has the ability to provide leadership to the field education program through practice experience, field instruction experience, and/or administrative or other</i></p>	<ul style="list-style-type: none"> • Revised: Combined AS 3.3.5(a) and AS M3.3.5(b). No major content-based changes.

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<i>program and at least 2 years of post-master's social work degree practice experience</i>	<i>relevant academic and professional activities in social work.</i>	
AS B3.3.5(c): <i>The program describes the procedures for calculating the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program, at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.</i>	AS B4.3.5(c): <i>The baccalaureate field education director has sufficient assigned time for administrative oversight of the field education program, inclusive of all program options. It is customary for the field education director to have, at minimum, 25% assigned time to administer the field education program.</i>	<ul style="list-style-type: none"> • <i>New:</i> Assigned time to provide administrative oversight of the field education program is now customary, not required. • <i>Revised:</i> Requirement to demonstrate sufficiency of assigned time for the field director's administrative oversight.
AS M3.3.5(c): <i>The program describes the procedures for calculating the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program at least 50% assigned time is required for master's programs. The program demonstrates this time is sufficient.</i>	AS M4.3.5(c): <i>The master's field director has sufficient assigned time for administrative oversight of the field education program, inclusive of all program options. It is customary for the field education director to have, at minimum, 50% assigned time to administer the field education program.</i>	<ul style="list-style-type: none"> • <i>New:</i> Assigned time to provide administrative oversight of the field education program is now customary, not required. • <i>Revised:</i> Requirement to demonstrate sufficiency of assigned time for the field director's administrative oversight.
AS 3.3.6: <i>The program describes its administrative structure for field education and explains how its resources (personnel, time and technological support) are sufficient to administer its field education program to meet its mission and goals.</i>	AS 4.3.6: <i>The program has sufficient personnel and technological support to administer the field education program.</i>	<ul style="list-style-type: none"> • <i>Revised:</i> Standard clarified to reflect BOA intention and interpretation. No major content-based changes. • <i>Removed:</i> "Goals."

Resources

2015 EPAS	2022 EPAS	Summary of Changes
Accreditation Standard 3.4—Resources	Accreditation Standard 4.4—Resources	<ul style="list-style-type: none"> • N/A
AS 3.4.1: <i>The program describes the procedures for budget development and administration it uses to achieve its mission</i>	AS 4.4.1: <i>The program uses its budget development and administration process to achieve its mission and continuously improve</i>	<ul style="list-style-type: none"> • <i>Revised:</i> Now includes a description of how the program uses its budget process to

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<i>and goals. The program submits a completed budget form and explains how its financial resources are sufficient and stable to achieve its mission and goals.</i>	<i>the program. The program has sufficient financial resources to achieve its mission.</i>	<ul style="list-style-type: none"> continuously improve the program similar to AS 3.4.2 (2015 EPAS). Removed: “Goals” and “stable.”
AS 3.4.2: <i>The program describes how it uses resources to address challenges and continuously improve the program.</i>		<ul style="list-style-type: none"> Moved: To AS 4.4.1 (2022 EPAS).
AS 3.4.3: <i>The program demonstrates that it has sufficient support staff, other personnel, and technological resources to support all of its educational activities, mission and goals.</i>	AS 4.4.2: <i>The program has sufficient support staff to carry out its educational activities and achieve its mission.</i>	<ul style="list-style-type: none"> Moved: Technological resources description to AS 4.4.4 (2022 EPAS). Removed: “Other personnel.” Removed: “Goals.”
AS 3.4.4: <i>The program submits a library report that demonstrates access to social work and other informational and educational resources necessary for achieving its mission and goals.</i>	AS 4.4.3: <i>The program has sufficient access to library resources that provide social work and other informational and educational resources to achieve its mission.</i>	<ul style="list-style-type: none"> Revised: Standard clarified to reflect BOA intention and interpretation. No major content-based changes. Removed: “Goals.”
AS 3.4.5: <i>The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.</i>	AS 4.4.4: <i>The program has sufficient technological access, technology support, and if applicable, office and classroom space to achieve its mission.</i>	<ul style="list-style-type: none"> Revised: Standard clarified to reflect BOA intention and interpretation. No major content-based changes. Removed: “Goals.”
AS 3.4.6: <i>The program describes, for each program option, the availability of and access to assistive technology, including materials in alternative formats.</i>	AS 4.4.5: <i>The program has sufficient resources and supports, including supportive technology, student services, and if applicable, physical space, that reduce barriers while optimizing accessibility and equity for all its students.</i>	<ul style="list-style-type: none"> New: Now expanding beyond assistive technology and materials in alternative formats, requirement to discuss student services and physical spaces that optimize accessibility and equity.

Assessment

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Accreditation Standard 4.0—Assessment	Accreditation Standard 5.0—Assessment	<ul style="list-style-type: none"> N/A

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<p>AS 4.0.1: <i>The program presents its plan for ongoing assessment of student outcomes for all identified competencies in the generalist level of practice (baccalaureate social work programs) and the generalist and specialized levels of practice (master’s social work programs). Assessment of competence is done by program designated faculty or field personnel. The plan includes:</i></p> <ul style="list-style-type: none"> • <i>A description of the assessment procedures that detail when, where, and how each competency is assessed for each program option.</i> • <i>At least two measures assess each competency. One of the assessment measures is based on demonstration of the competency in real or simulated practice situations.</i> • <i>An explanation of how the assessment plan measures multiple dimensions of each competency, as described in EP 4.0.</i> • <i>Benchmarks for each competency, a rationale for each benchmark, and a description of how it is determined that students’ performance meets the benchmark.</i> • <i>An explanation of how the program determines the percentage of students achieving the benchmark.</i> • <i>Copies of all assessment measures used to assess all identified competencies.</i> 	<p>AS 5.0.1(a): <i>The program has a systematic plan for ongoing assessment of student achievement of the nine social work competencies (and any additional competencies added by the program) of generalist practice for baccalaureate social work programs and of generalist and specialized practice for master’s social work programs. The program assesses each competency, using at least two instruments, at least one of which is based in real or simulated demonstration of student achievement in field education. The instruments, the expected level of achievement for each instrument, and the expected level of achievement for each competency are determined by the program. Student competence must be assessed by program faculty or field personnel.</i></p>	<ul style="list-style-type: none"> • <i>Revised:</i> Standard clarified to reflect BOA intention and interpretation. No major content-based changes. • <i>New:</i> At least one of the program’s instruments must be based in real or simulated demonstration of student achievement in <u>field education</u>. • <i>Removed:</i> Dimensions are not included in the assessment plan.
<p>AS 4.0.2: <i>The program provides its most recent year of summary data and outcomes for</i></p>	<p>AS 5.0.1(b): <i>The program has a method of analyzing outcomes for the nine social work</i></p>	<ul style="list-style-type: none"> • <i>Revised:</i> No major content-based changes.

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<i>the assessment of each of the identified competencies, specifying the percentage of students achieving program benchmarks for each program option.</i>	<i>competencies (and any additional competencies added by the program) in its assessment plan.</i>	
AS 4.0.4: <i>The program describes the process used to evaluate outcomes and their implications for program renewal across program options. It discusses specific changes it has made in the program based on these assessment outcomes with clear links to the data.</i>	AS 5.0.1(c): <i>The program has a process to formally review its assessment plan and outcomes related to student achievement of the nine social work competencies (and any additional competencies added by the program). The program makes specific changes to its explicit curriculum based on its outcomes, with clear links to data.</i>	<ul style="list-style-type: none"> • Revised: AS 5.0.1(c) and AS 5.0.1(d) (2022 EPAS) switched order from AS 4.0.3 and AS 4.0.4 (2015 EPAS). • Revised: No major content-based changes.
AS 4.0.3: <i>The program uses Form AS 4(B) and/or Form AS 4(M) to report its most recent assessment outcomes for each program option to constituents and the public on its website and routinely up-dates (minimally every 2 years) its findings.</i>	AS 5.0.1(d): <i>The program posts its assessment plan and summary outcomes publicly on its webpage using Form AS 5.01(d). The findings are updated every two years, at minimum.</i>	<ul style="list-style-type: none"> • Revised: AS 5.0.1(c) and AS 5.0.1(d) (2022 EPAS) switched order from AS 4.0.3 and AS 4.0.4 (2015 EPAS). • Revised: New <i>Form 5.0.1(d)</i> streamlined from Form AS4 (2015 EPAS). • Revised: No major content-based changes.
AS 4.0.5: <i>For each program option, the program provides its plan and summary data for the assessment of the implicit curriculum as defined in EP 4.0 from program defined stakeholders. The program discusses implications for program renewal and specific changes it has made based on these assessment outcomes.</i>	AS 5.0.2(a): <i>The program has a systematic plan to assess anti-racism, diversity, equity, and inclusion (ADEI) efforts within the program’s implicit curriculum.</i>	<ul style="list-style-type: none"> • New: Similar to implicit curriculum assessment AS 4.0.5 (2015 EPAS), requirement to have a systematic plan to assess ADEI efforts within the program’s implicit curriculum connected to one or more ADEI effort identified in AS 2.0.2 (2022 EPAS).
	AS 5.0.2(b): <i>The program has a process to formally review its ADEI assessment plan and outcomes. The program makes specific changes to its implicit curriculum based on its outcomes, with clear links to data.</i>	<ul style="list-style-type: none"> • New: Requirement to have a process to formally review ADEI assessment plan and outcomes related to AS 5.0.2(a).
	AS 5.0.3: <i>The program monitors its program outcomes through graduation rates and at least one additional outcome (i.e., employment rates,</i>	<ul style="list-style-type: none"> • <i>New standard:</i> Requirement for the programs to monitor its program outcomes annually through graduation rates and at

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	<p><i>higher education acceptance rates, and time to program completion). The annual collection period and benchmarks for graduation rates and the chosen outcome(s) are determined by the program.</i></p>	<p>least one additional outcome selected from the following: 1) Employment rates, 2) Higher education acceptance rates, or 3) Time to program completion.</p>