2022 EPAS Crosswalk–Drafts 1 and 2

The 2022 EPAS Joint Committee is pleased to provide the 2022 *EPAS Crosswalk–Drafts 1 and 2,* highlighting differences between drafts 1 and 2 of the 2022 EPAS. The column titled *Draft 1* provides language from draft 1 of the 2022 EPAS, released in April 2021. The column titled *Draft 2* provides language from draft 2 of the 2022 EPAS, shared in September 2021 with CSWE's Commission on Accreditation (COA) and Commission on Educational Policy (COEP). The column titled *Summary of Changes* explains key changes between drafts 1 and 2.

In addition to feedback solicited from CSWE constituents, the Joint Committee reviewed educational policies and accreditation standards from other programmatic accreditors, as well as Council for Higher Education Accreditation (CHEA) recognition standards, to inform draft 2. CSWE's COA is currently recognized by CHEA to accredit baccalaureate and master's social work degree programs in the United States and its territories.

In 2020, COA was required to submit a transition framework report to CHEA responding to the release of CHEA's 2019 recognition standards. CHEA's Committee on Recognition raised concerns related to the prescriptive requirements in the 2015 EPAS (i.e., minimum number of faculty, faculty–student ratio, minimum percentage of assigned time, administrator degree requirements), citing CHEA recognition standard 10D: *Refer to institutional or programmatic resources only to the extent required for students to emerge adequately prepared or to address health and safety in the delivery of programs.*

CHEA's Committee on Recognition will review the COA for recognition again in 2024. As part of this review, the COA must report how the 2022 EPAS addresses recognition standard 10D in that "*institutional or programmatic resources only to the extent required for students to emerge adequately prepared or to address health and safety in the delivery of programs.*" The *Summary of Changes* column highlights standards where it has been requested that the COA align more closely with CHEA recognition standard 10D, and it includes the Joint Committee's proposal to rectify prescriptive standards.

DRAFT 1	DRAFT 2	SUMMARY OF CHANGES
SOCIAL WORK COMPETENCIES		
Competency 1 Demonstrate Ethical and Professional Behavior	**Competency 1 Demonstrate Ethical and Professional Behavior**	<u>Description</u> • Added "self-care" • Revised second sentence to clarify connection between human rights and social, racial, and economic and environmental justice <u>Behaviors</u> • Revised first behavior related to additional codes of ethics "additional codes of ethics within the profession as appropriate to the context" • Removed demeanor from second bullet
Competency 2 Engage Anti-racism, Diversity, Equity, and Inclusion in Practice	**Competency 2 Advance Human Rights and Social, Racial, Economic, and Environmental Justice**	• Switched order of Competencies 2 and 3 <u>Description</u> • Removed examples of human rights in first sentence; it was not an exhaustive list. • Revised language to strengthen connection between human rights and social, racial, economic, and environmental justice. Advance human rights to promote social, racial, economic, and environmental justice. • Added language about critically evaluating the distribution of power and privilege • Replaced last sentence with "Social workers engage in sustainable strategies to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected" <u>Behaviors</u> • Revised second behavior for clarity and consistency
Competency 3 Advance Human Rights and Social, Racial, Economic, and Environmental Justice	**Competency 3 Engage Anti-racism, Diversity, Equity, and Inclusion in Practice**	• Switched order of Competencies 2 and 3 • Added definitions of anti-racism, diversity, equity, and inclusion (glossary) <u>Description</u> • Revised first two sentences for clarity and consistency • Added "anti-oppressive" with "anti-racist"

		• Replaced "social workers understand how diversity and different experiences affect equity and inclusion" with "social workers understand how diversity and intersectionality affect equity and inclusion" Behaviors • Added "anti-oppressive" with anti-racist social work practice • Removed "informed by the theories and voices of those who have been marginalized" in first bullet. This is a part of anti-racist practice. • Replaced "reflexivity" with "reflection" for clarity
Competency 4 Engage Practice-informed Research and Research-informed Practice	**Competency 4 Engage Practice-informed Research and Research-informed Practice**	Description • Added inherent bias and revised sentence to "Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation from an anti-racist perspective" • Added "anti-oppressive" • Replaced "multi-disciplinary" with "interprofessional" • Revised last two sentences for clarity Behaviors • Added "ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use" to second behavior
Competency 5 Engage in Policy Practice	**Competency 5 Engage in Policy Practice**	Description • Revised first sentence to include policies all levels (local, state, federal, and global) • Added "anti-oppressive" and "rights-based" with "anti-racist lenses" • Replaced "understand their role" with "influence" regarding their role with policy in their practice settings Behaviors • Added "Use social justice, anti-racist, and anti-oppressive lenses" to first behavior
Competency 6 Engage with Individuals, Families, Groups, Organizations, and Communities	**Competency 6 Engage with Individuals, Families, Groups, Organizations, and Communities**	Description • Replaced "reflexive" with "self-reflective" Behaviors • Replaced "multidisciplinary theories" with "interprofessional conceptual frameworks" • Added "culturally responsive practice" to second behavior

Competency 7 Assess Individuals, Families, Groups, Organizations, and Communities	**Competency 7 Assess Individuals, Families, Groups, Organizations, and Communities**	Description • Replaced "multidisciplinary theories" with "interprofessional conceptual frameworks" • Replaced "problems" with "presenting issues and identifying strengths" • Replaced "goals" with "plan" • Revised definition of assessment to "Assessment involves a collaborative process of defining presenting issues and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan"
Competency 8 Intervene with Individuals, Families, Groups, Organizations, and Communities	**Competency 8 Intervene with Individuals, Families, Groups, Organizations, and Communities**	Description • Replaced "multidisciplinary theories" with "interprofessional conceptual frameworks" • Removed repetitious language around evidence-informed decision making • Added "Social workers facilitate effective transitions and endings" language from 2015 EPAS • Replaced "valued the importance of" to "participate in" regarding interprofessional collaboration Behaviors • Replaced "appropriate" with "culturally responsive" in first behavior • Replaced "evidence-based" with "evidence-informed" to match description
Competency 9 Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	**Competency 9 Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**	Description • Revised language to make it more actionable 　o Replaced "recognize the importance" of with "evaluate" in processes and outcomes to advance practice, policy, and service delivery effectiveness 　o Replaced "recognize the importance of using" with "apply" in the sentence "Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes." 　o Replaced "understand" with "use" in the sentence "Social worker use qualitative and quantitative methods for evaluating outcomes and practice effectiveness."

1.0 PROGRAM MISSION		
EP 1.0—Program Mission	**EP 1.0—Program Mission**	• Moved "purpose" from earlier section of EPAS, and removed last sentence as in 2015 EPAS • Reverted to including "program context," as in 2015 EPAS • Added "institutional context" to program context definition
AS 1.0.1 The baccalaureate or master's program has a mission statement.	**AS 1.0.1** The baccalaureate or master's program has a mission statement.	• No change
AS 1.0.2 The program's mission statement is consistent with the profession's purpose.	**AS 1.0.2** The program's mission statement is consistent with the profession's purpose and values.	• Moved "profession's values" from AS 1.0.3, as in 2015 EPAS
AS 1.0.3 The program's mission statement is consistent with the profession's values.	**AS 1.0.3** The program's mission statement is consistent with the program's context.	• Reverted to a standard regarding program mission consistency with program context, as in 2015 EPAS
2.0 ANTI-RACISM, DIVERSITY, EQUITY, AND INCLUSION (ADEI)		
EP 2.0—Anti-racism, Diversity, Equity, and Inclusion (ADEI)	**EP 2.0—Anti-racism, Diversity, Equity, and Inclusion (ADEI)**	• Added sentence on student's responsibilities related to ADEI • Rearranged last paragraph, moved the last sentence in Draft #1 to earlier in the paragraph • Added "students are responsible for their learning, collaborating with peers and colleagues, and practicing with historically and currently oppressed populations through an anti-racist lens."
AS 2.0.1 The program has specific and continuing efforts in the explicit curriculum related to anti-racism, diversity, equity, and inclusion.	**AS 2.0.1** The program has specific and continuous efforts within the explicit curriculum related to anti-racism, diversity, equity, and inclusion.	• Clarifying language changes
AS 2.0.2 The program has specific and continuing efforts in the implicit curriculum related to anti-racism, diversity, equity, and inclusion.	**AS 2.0.2** The program has specific and continuous efforts within the implicit curriculum related to anti-racism, diversity, equity, and inclusion.	• Clarifying language changes
3.0 EXPLICIT CURRICULUM		
EP 3.0—Explicit Curriculum	**EP 3.0—Explicit Curriculum**	• Removed "andragogy" (adult-focused teaching) • Removed "interdisciplinary"; kept "interprofessional" for consistency

3.1 GENERALIST PRACTICE		
EP 3.1—Generalist Practice	**EP 3.1—Generalist Practice**	• "Generalist Practice" definition added
AS 3.1.1 The program's generalist practice curriculum rationale integrates classroom and field and is informed by the professional practice community.	**AS 3.1.1** The program's generalist practice curriculum rationale integrates classroom and field and is informed by the professional practice community.	• No change
AS 3.1.2 The program's curriculum content implements the nine required Social Work Competencies (and any additional competencies added by the program) to prepare students for generalist practice.	**AS 3.1.2** The program's curriculum content implements the nine required Social Work Competencies (and any additional competencies added by the program) to prepare students for generalist practice.	• No change
M3.2 SPECIALIZED PRACTICE		
EP M3.2—Specialized Practice	**EP M3.2—Specialized Practice**	• Reverted to extending and enhancing all nine social work competencies for specialized practices, as in 2015 EPAS • Revised language around "interprofessional," removed "interdisciplinary"
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 Social Work Competencies 6 (engage), 7 (assess), 8 (intervene), and 9 (evaluate) and any additional competencies developed by the program.	**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 generalist Social Work Competencies (and any additional competencies added by the program).	• Reverted to extending and enhancing all nine Social Work Competencies for each area of specialized practice, as in 2015 EPAS.
AS M3.2.2 The program's area(s) of specialized practice build on elements of generalist practice.	**AS M3.2.2** The program's areas of specialized practice build on elements of generalist practice.	• No change
AS M3.2.3 The program's specialized practice curriculum rationale integrates classroom and field and is informed by the professional practice community.	**AS M3.2.3** The program's specialized practice curriculum rationale integrates classroom and field and isinformed by the professional practice community.	• No change
AS M3.2.4 The program's curriculum content implements its extended and enhanced Social Work Competencies 6 (engage), 7 (assess), 8 (intervene), and 9 (evaluate) and any additional competencies developed by the program	**AS M3.2.4** The program's curriculum content implements its extended and enhanced nine Social Work Competencies (and any additional competencies added by the program) to	• Reverted to extending and enhancing all nine Social Work Competencies for each area of specialized practice, as in 2015 EPAS

to prepare students for specialized practice.	prepare students for specialized practice.	
3.3 SIGNATURE PEDAGOGY: FIELD EDUCATION		
EP 3.3—Signature Pedagogy: Field Education	**3.3—Signature Pedagogy: Field Education**	• No change
AS 3.3.1 The field education program ensures generalist practice generalist practice opportunities are provided to all students to demonstrate social work competencies with individuals, families, groups, organizations, and communities in field settings.	**AS 3.3.1** The field education program ensures that generalist practice opportunities are provided to all students to demonstrate social work competencies with individuals, families, groups, organizations, and communities in field settings.	• No change
AS M3.3.2 The field education program ensures specialized practice opportunities are provided to students to demonstrate social work competencies with one or more system levels in field settings within each area of specialized practice.	**AS M3.3.2** The field education program ensures that specialized practice opportunities are provided to students to demonstrate social work competencies with one or more system levels in field settings within each area of specialized practice.	• No change
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 for master's programs.	**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 for master's programs.	• Addition of explanation of what constitutes field education hours. • Definition of "field education hours" added to glossary
AS 3.3.4 The field education program has a process for identifying/approving field settings, orienting field instructors, continued engagement with field instructors and field education settings, and for evaluating field setting effectiveness.	**AS 3.3.4** The field education program has a process for identifying and approving field settings, orienting field instructors, engaging with field instructors and field education settings, and evaluating field setting effectiveness.	• No change
AS 3.3.5 The field education program has a process for orienting students, placing students, monitoring/supporting student learning, implementing student safety measures, and evaluating student learning congruent with the social work competencies.	**AS 3.3.5** The field education program has a process for orienting students, placing students, monitoring and supporting student learning, implementing student safety measures, and evaluating student learning congruent with the social work competencies.	• No change

AS B3.3.6 The program ensures all baccalaureate students receive field supervision from an individual (agency field instructor, faculty member, community member, etc.) who holds a baccalaureate or master's degree in social work from a CSWE-accredited program* and who has two years post-social work degree practice experience in social work.	**AS B3.3.6** The program ensures that all baccalaureate students receive field supervision from a person (e.g., agency field instructor, faculty member, community member) who holds a baccalaureate or master's degree in social work from a CSWE-accredited program* and who has two years of post–social work degree practice experience in social work.	• No change
AS M3.3.6 The program ensures all master's students receive field supervision from an individual (agency field instructor, faculty member, community member, etc.) who holds a master's degree in social work from a CSWE-accredited program* and who has two years post-master's social work degree practice experience in social work.	**AS M3.3.6** The program ensures that all master's students receive field supervision from a person (e.g., agency field instructor, faculty member, community member) who holds a master's degree in social work from a CSWE-accredited program* and who has two years of post–master's social work degree practice experience in social work.	• No change
AS 3.3.7 The program may permit field placements in organizations where the student is also employed when student assignments are directly linked to social work competencies and level of practice (generalist or specialized) and field education supervision is separate and distinct from employment supervision.	**AS 3.3.7** 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 social work competencies 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 AS 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.	• Clarifying language changes

4.0 IMPLICIT CURRICULUM		
EP 4.0—Implicit Curriculum	**EP 4.0—Implicit Curriculum**	• Added student development • Replaced "advisement" with "advising"
4.1 STUDENT DEVELOPMENT: ADMISSIONS; ADVISEMENT, RETENTION, AND TERMINATION; AND STUDENT PARTICIPATION		
EP 4.1—Student Development	**EP 4.1—Student Development**	• Added "implicit" to third sentence
AS 4.1.4 The program's admissions policies are equitable and inclusive, with particular attention to underrepresented groups.	**AS 4.1.1** The program's admissions policies are equitable and inclusive, with particular attention to underrepresented groups.	• No change except for the order of the standards in this section
AS B4.1.1 The program has admission policies including criteria for admission, application evaluation, and how the program notifies students of the admission decision, including contingent conditions, if applicable.	**AS B4.1.2** The program has admission policies including criteria for admission, application evaluation, and how the program notifies students of the admission decision, including contingent conditions, if applicable.	• No change except for the order of the standards in this section
AS M4.1.1 The program has admission policies including criteria for admission, application evaluation, and how the program notifies students of the admission decision, including contingent conditions, if applicable. The criteria for admission to the master's program must include an earned baccalaureate degree from a college or university accredited by a recognized accrediting organization.	**AS M4.1.2** The program has admission policies including criteria for admission, application evaluation, and how the program notifies students of the admission decision, including contingent conditions, if applicable.	• No change except for the order of the standards in this section
AS M4.1.2 The program offers Advanced Standing to graduates holding degrees from baccalaureate social work programs accredited by CSWE* and ensures such students do not repeat generalist content at the master's level.	**AS M4.1.3** The program offers advanced standing to graduates holding degrees from baccalaureate social work programs 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.	• Clarifying language changes
AS 4.1.3 The program has policies for transfer of social work courses.	**AS 4.1.4** The program has policies for transfer of social work courses.	• No change

AS 4.1.5 The program does not grant social work course credit for life experience or previous work experience.	**AS 4.1.5** The program does not grant social work course credit for life experience or previous work experience.	• No change
AS 4.1.6 The program has policies for academic advising and professional advising.	**AS 4.1.6** The program has policies for academic advising and professional advising.	• No change
AS 4.1.7 The program has policies and due process for academic performance, professional performance, and termination from the program.	**AS 4.1.7** The program has policies and due process for academic performance, professional performance, and termination from the program.	• No change
AS 4.1.8 The program has policies that ensure equitable and inclusive opportunities for student participation in the development and delivery of the implicit and explicit curriculum	**AS 4.1.8** The program has policies that ensure equitable and inclusive opportunities for student participation in the development and delivery of the implicit and explicit curriculum	• No change
4.2 FACULTY		
EP 4.2—Faculty	**EP 4.2—Faculty**	• No change
AS B4.2.1 There are no fewer than two (2) full-time faculty assigned to the baccalaureate program. These faculty members have a master's degree in social work from a CSWE-accredited program,* a fulltime appointment to social work, and whose principal assignment is to the baccalaureate program. The majority of the total full-time baccalaureate social work program faculty have a master's degree in social work from a CSWE-accredited program.*	**AS B4.2.1** 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.*	• Removed "There are no fewer than two (2) full-time faculty assigned to the baccalaureate program." ○ The prescriptive nature of this standard was removed to align with CHEA's recognition standard 10D: *Refer to institutional or programmatic resources only to the extent required for students to emerge adequately prepared or to address health and safety in the delivery of programs.* (See Crosswalk introduction for further information.) • Added program options
AS M4.2.1 There are no fewer than four (4) full-time faculty assigned to the master's program. These faculty members have a master's degree in social work from a CSWE-accredited program,* a full-time appointment to social work, and whose principal	**AS M4.2.1** 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 a master's degree in social work from a CSWE-accredited	• Removed "There are no fewer than four (4) full-time faculty assigned to the master's program." ○ The prescriptive nature of this standard was removed to align with CHEA's recognition standard 10D: *Refer to institutional or programmatic resources only to the extent required for students to emerge adequately prepared or to address health and safety in*

assignment is to the master's program. The majority of the total full-time master's social work program faculty have a master's degree in social work from a CSWE-accredited program* and a doctoral degree, preferably in social work.	program* and a doctoral degree, preferably in social work.	*the delivery of programs.* (See Crosswalk introduction for further information.) • Added program options
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 2 years of post–master's degree practice experience in social work.	**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 2 years of post–master's degree practice experience in social work.	• No change
AS 4.2.3 The program has a full-time equivalent faculty-to-student ratio not greater than 1:25.	**AS B4.2.3** Inclusive of all program options, the 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 program effectiveness (AS 5.0.3).	• Separated into two standards, one for baccalaureate and one for master's-level programs. • Maintained the ratio of 1:25 for baccalaureate programs. In addition, should the program require a higher ratio, programs are now afforded the ability to do so by documenting achievement of program effectiveness. o The prescriptive nature of this standard was removed to align with CHEA's recognition standard 10D: *Refer to institutional or programmatic resources only to the extent required for students to emerge adequately prepared or to address health and safety in the delivery of programs.* (See Crosswalk introduction for further information.)
	AS M4.2.3 Inclusive of all program options, the 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 program effectiveness (AS 5.0.3).	• Separated into two standards, one for baccalaureate and one for master's-level programs. • Reverted the ratio to 1:12 for master's programs. In addition, should the program require a higher ratio, programs are now afforded the ability to do so by documenting achievement of program effectiveness. o The prescriptive nature of this standard was removed to align with CHEA's recognition standard 10D: *Refer to institutional or programmatic resources only to the extent required for students to emerge adequately prepared or to address health and safety in the delivery of programs.* (See Crosswalk introduction for further information.)
	4.3 ADMINISTRATIVE AND GOVERNANCE STRUCTURE	

EP 4.3 – Administrative and Governance Structure	EP 4.3 - Administrative and Governance Structure	• Revised the following sentence "Faculty develop curriculum and formulate and implement policies that support the education of culturally competent social workers."
AS 4.3.1 The program has the necessary autonomy to achieve the program's mission.	**AS 4.3.1** The program has the necessary autonomy to achieve its mission.	• No change
AS 4.3.2 The social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards (EPAS).	**AS 4.3.2** The social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards (EPAS).	• No change
AS 4.3.3 The program's administration and faculty participate in formulating and implementing equitable and inclusive policies and practices for the recruitment and hiring, promotion, and tenure of program personnel.	**AS 4.3.3** The program's administration and faculty participate in formulating and implementing equitable and inclusive policies and practices for the recruitment and hiring, retention, promotion, and tenure of program personnel.	• Added "retention" as in 2015 EPAS
AS 4.3.4(a) The program has a director administering all program options. Institutions with both accredited baccalaureate and master's programs have a separate director appointed for each program	**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 the social work program they administer. Institutions with both baccalaureate and master's programs have a separate director appointed for each program.	• Moved the full-time appointment requirement from AS 4.3.4(b) • Added "**" for program director title, indicating "It is within the program's purview to determine the title that aligns with institutional norms for this position"
AS 4.3.4(b) The program director has a full-time appointment to social work and has a master's degree in social work from a CSWE-accredited program.*	**AS B4.3.4(b)** The program director** has a master's degree in social work from a CSWE-accredited program* and has the ability to provide leadership through teaching, scholarship, curriculum development, administrative experience, or other academic and professional activities in social work.	• Separated into two standards as in 2015 EPAS • Moved the full-time appointment requirement to AS 4.3.4(a) • Additional criteria requested, related to program director qualifications and experience, similar to 2015 EPAS
	AS M4.3.4(b) The program director** has a master's degree in social work from a CSWE-accredited program* with a doctoral degree in social work preferred.	• Separated into two standards as in 2015 EPAS • Moved the full-time appointment requirement to AS 4.3.4(a) • Doctoral degree in social work preferred for master's-level program director as in 2015 EPAS

		• Additional criteria requested, related to program director qualifications and experience, similar to 2015 EPAS
AS 4.3.4(c) The program director's assigned time to carry out the administrative functions specific to the responsibilities of the social work program is commensurate with the program's full-time equivalent (FTE) of students: a minimum of 25% assigned time for fewer than 100 student FTE or a minimum of 50% assigned time for 100 or more student FTE.	**AS 4.3.4(c)** The program director's** assigned time to carry out the administrative functions specific to the responsibilities of the social work program is commensurate with the program's full-time equivalent (FTE) of students.	• Assigned time requirements for program director role removed. Programs are now afforded autonomy to assign time based on the full-time equivalent of students. ○ The prescriptive nature of this standard was removed to align with CHEA's recognition standard 10D: *Refer to institutional or programmatic resources only to the extent required for students to emerge adequately prepared or to address health and safety in the delivery of programs.* (See Crosswalk introduction for further information.)
AS 4.3.5(a) The program has a field education director, administering all program options.	**AS 4.3.5(a)** 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 both baccalaureate and master's programs may have the same field education director appointed to both programs.	• Clarified that field director's role may be appointed to both baccalaureate and master's programs • Added field director requirement to be full-time appointment to social work given that the minimum number of faculty was removed (AS B/M 4.2.1). • Added "**" for field director title, indicating "It is within the program's purview to determine the title that aligns with institutional norms for this position"
AS B4.3.5(b) The baccalaureate 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 in social work. **AS M4.3.5(b)** The master's field education director has 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 in social work.	**AS 4.3.5(b)** The field education director** has a master's degree in social work from a CSWE-accredited program* and has the ability to provide leadership to the field education program through practice experience, field instruction experience, and administrative or other relevant academic and professional activities in social work.	• Combined AS B4.3.5 (b) and AS M4.3.5 (b) into one standard • Post–social work degree practice experience in social work removed ○ The prescriptive nature of this standard was removed to align with CHEA's recognition standard 10D: *Refer to institutional or programmatic resources only to the extent required for students to emerge adequately prepared or to address health and safety in the delivery of programs.* (See Crosswalk introduction for further information.) • Additional criteria requested, related to program director qualifications and experience, similar to 2015 EPAS

AS 4.3.5(c) The field education director's assigned time to provide educational and administrative leadership for field education is commensurate with the program's full-time equivalent (FTE) of students: a minimum of 25% assigned time for fewer than 100 student FTE or a minimum of 50% assigned time for 100 or more student FTE.	**AS 4.3.5(c)** The field education** director's assigned time to provide educational and administrative leadership for field education is commensurate with the program's full-time equivalent (FTE) of students.	• Assigned time requirements for field director role removed. Programs are now afforded autonomy to assign time based on the full-time equivalent of students. o The prescriptive nature of this standard was removed to align with CHEA's recognition standard 10D: *Refer to institutional or programmatic resources only to the extent required for students to emerge adequately prepared or to address health and safety in the delivery of programs.* (See Crosswalk introduction for further information.)
AS 4.3.6 The program has sufficient personnel and technological support to administer the field education program.	**AS 4.3.6** The program has sufficient personnel and technological support to administer the field education program.	• No change
4.4 RESOURCES		
EP 4.4	**EP 4.4**	• Removed "practitioners" from first sentence
AS 4.4.1 The program uses its budget development and administration process to achieve its mission, address challenges, and continuously improve the program. The program has financial resources that are sufficient to achieve its mission.	**AS 4.4.1** The program uses its budget development and administration process to achieve its mission, address challenges, and continuously improve the program. The program has sufficient financial resources to achieve its mission.	• Language changes for consistency
AS 4.4.2 The program has sufficient support staff to carry out its educational activities and achieve its mission.	**AS 4.4.2** The program has sufficient support staff to carry out its educational activities and achieve its mission.	• No change
AS 4.4.3 The program has access to library resources that provide social work and other informational and educational resources necessary for achieving its mission.	**AS 4.4.3** The program has sufficient access to library resources that provide social work and other informational and educational resources to achieve its mission .	• Language changes for consistency
AS 4.4.4 The program has sufficient technological access and technology support, and if applicable, office and classroom space.	**AS 4.4.4** The program has sufficient technological access and technology support and, if applicable, office and classroom space to achieve its mission.	• Language changes for consistency
AS 4.4.5 The program has a wide array of resources and supports that reduce barriers while optimizing accessibility and equity for all its students.	**AS 4.4.5** The program has sufficient resources and supports that reduce barriers while optimizing accessibility and equity for all its students.	• Language changes for consistency

5.0 ASSESSMENT		
EP 5.0—Assessment	**EP 5.0—Assessment**	• Added language related to ADEI (AS 5.0.2) and postgraduation outcomes (AS 5.0.3)
AS 5.0.1(a) The program has a plan for ongoing assessment of student outcomes for all identified competencies in generalist practice (baccalaureate social work programs) and generalist and specialized practice (master's social work programs). The program assesses each competency, through at least two measures, one of which is based on demonstration of competency in field education. The assessment of student competence must be done by program designated faculty or field personnel. The measures, scoring, and achievement of competency are determined by the program; achievement may include benchmarks, indicators, etc.	**AS 5.0.1(a)** The program has a systematic plan for ongoing assessment of student achievement for all identified competencies in generalist practice (baccalaureate social work programs), generalist and specialized practice (master's social work programs), and any additional competencies added by the program. The program assesses each competency, using at least two instruments, one of which is based in real or simulated demonstration of student achievement in field education. The instruments 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.	• Reverted assessment in field education to include real or simulated demonstrations of student achievement, as in 2015 EPAS • Clarifying language changes
AS 5.0.1(b) The program has a process to calculate outcomes from its Assessment Plan.	**AS 5.0.1(b)** The program has process for determining outcomes for each of the identified competencies in its Assessment Plan.	• Clarifying language changes
AS 5.0.1(c) The program has a process to formally review its assessment measures and achievement of student outcomes. The program makes specific changes based on outcomes with clear links to data.	**AS 5.0.1(c)** The program has a process to formally review its assessment plan and data related to student achievement of each competency. The program uses its assessment data to make specific changes.	• Clarifying language changes
AS 5.0.1(d) The program posts its assessment plan and outcomes publicly on its webpage. The findings are updated at minimum, every two years.	**AS 5.0.1(d)** The program posts its assessment plan and summary data publicly on its webpage. The findings are updated every two years, at minimum.	• Clarifying language changes
AS 5.0.2(a) The program has a plan to assess ADEI efforts.	**AS 5.0.2(a)** The program has a systematic plan to assess ADEI efforts	• Combined AS 5.0.2(a) and AS 5.0.2(b)

AS 5.0.2(b) The program has a process to calculate outcomes from its ADEI Assessment Plan.	within the program's implicit curriculum (AS 2.0.2).	• Clarifying language changes
AS 5.0.2(c) The program has a process to formally review its ADEI assessment measure(s) and achievement of outcomes. The program makes specific changes to its implicit curriculum based on outcomes with clear links to data.	**AS 5.0.2(b)** The program has a process to formally review its ADEI assessment plan and findings. The program makes specific changes to its implicit curriculum based on its findings, with clear links to data.	• Clarifying language changes
	AS 5.0.3 The program monitors its program effectiveness through graduation rates and at least one of its graduates' postgraduation outcomes annually (i.e., employment rates, higher education acceptance rates, licensure pass rates). The benchmarks for graduation rates and each chosen postgraduation outcome, as well as the annual collection period, are determined by the program.	• This standard was added to align with common practice in higher education accreditation by providing program-level outcome data to inform program decision making. • Given CHEA standard 10D relating program resources to student preparation, these program effectiveness indicators provide programs an opportunity to relate sufficiency of resources to program outcomes. o CHEA's recognition standard 10D: *Refer to institutional or programmatic resources only to the extent required for students to emerge adequately prepared or to address health and safety in the delivery of programs.* (See Crosswalk introduction for further information.)