



COUNCIL ON SOCIAL WORK EDUCATION

CROSSWALK BETWEEN 2015 and 2008 ACCREDITATION STANDARDS	
PROGRAM MISSION AND GOALS	
2015 Standards	2008 Standards
1.0.1 <i>The program submits its mission statement and describes how it is consistent with the profession's purpose and values.</i>	1.0.1 <i>The program submits its mission statement and describes how it is consistent with the profession's purpose and values and the program's context.</i>
1.0.2 <i>The program describes how its mission is consistent with the institutional mission and the program's context across program options.</i>	
1.0.3 <i>The program identifies its goals and demonstrates how they are derived from the program's mission.</i>	
EXPLICIT CURRICULUM	
Accreditation Standard B2.0—Generalist Practice	Accreditation Standard B2.0—Curriculum
B2.0.1 <i>The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0.</i>	B2.0.1 <i>Discusses how its mission and goals are consistent with generalist practice as defined in EP B2.2.</i>
	B2.0.2 <i>Identifies its competencies consistent with EP 2.1 through 2.1.10(d).</i>
	B2.0.3 <i>Provides an operational definition for each of its competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d)].</i>
B2.0.2 <i>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>	B2.0.4 <i>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 (EP 2.0).</i>
B2.0.3 <i>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>	B2.0.5 <i>Describes and explains how its curriculum content (knowledge, values, and skills) implements the operational definition of each of its competencies.</i>
Accreditation Standard M2.0—Generalist Practice	Accreditation Standard M2.0—Curriculum
M2.0.1 <i>The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0.</i>	M2.0.2 <i>Discusses how its mission and goals are consistent with advanced practice (EP M2.2).</i>
M2.0.2 <i>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>	M2.0.5 <i>Provides a rationale for its formal curriculum design (foundation and advanced), demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).</i>
M2.0.3 <i>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>	M2.0.6 <i>Describes and explains how its curriculum content (relevant theories and conceptual frameworks, values, and skills) implements the operational definition of each of its competencies.</i>
Accreditation Standard M2.1—Specialized Practice	Accreditation Standard M2.0—Curriculum
M2.1.1 <i>The program identifies its area(s) of specialized practice (EP M2.1), and demonstrates how each builds on generalist practice.</i>	M2.0.1 <i>Identifies its concentration(s) (EP M2.2).</i>
M2.1.2 <i>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>	M2.0.5 <i>Provides a rationale for its formal curriculum design (foundation and advanced), demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).</i>
	M2.0.3 <i>Identifies its program competencies consistent with EP 2.1 through 2.1.10(d) and EP M2.2.</i>
M2.1.3 <i>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>	M2.0.4 <i>Provides an operational definition for each of the competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d); EP M2.2].</i>
M2.1.4 <i>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>	M2.0.6 <i>Describes and explains how its curriculum content (relevant theories and conceptual frameworks, values, and skills) implements the operational definition of each of its competencies.</i>

CROSSWALK BETWEEN 2015 and 2008 EPAS	
2015 Standards	2008 Standards
Accreditation Standard 2.2—Field Education	Accreditation Standard 2.1—Field Education
2.2.1 <i>The program explains how its field education program connects the theoretical and conceptual contributions of the classroom and field settings.</i>	2.1.1 <i>Connects the theoretical and conceptual contribution of the classroom with the practice setting, fostering the implementation of evidence-informed practice.</i>
B2.2.2 <i>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>	B2.1.2 <i>Provides generalist practice opportunities for students to demonstrate the core competencies.</i>
M2.2.2 <i>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>	
M2.2.3 <i>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>	M2.1.2 <i>Provides advanced practice opportunities for students to demonstrate the program's competencies</i>
2.2.4 <i>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>	
2.2.5 <i>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>	2.1.3 <i>Provides a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master's programs.</i>
2.2.6 <i>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>	2.1.4 <i>Admits only those students who have met the program's specified criteria for field education.</i>
2.2.7 <i>The program describes how its field education program specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; supporting student safety; and evaluating student learning and field setting effectiveness congruent with the social work competencies.</i>	2.1.5 <i>Specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; maintaining field liaison contacts with field education settings; and evaluating student learning and field setting effectiveness congruent with the program's competencies.</i>
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>	

CROSSWALK BETWEEN 2015 and 2008 EPAS	
2015 Standards	2008 Standards
<p>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>2.1.6 <i>Specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program. For cases in which a field instructor does not hold a CSWE-accredited social work degree, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.</i></p>
<p>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 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>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>	<p>2.1.7 <i>Provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.</i></p>
<p>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>2.1.8 <i>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>
IMPLICIT CURRICULUM	
Accreditation Standard 3.0—Diversity	Accreditation Standard 3.1—Diversity
<p>3.0.1 <i>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></p>	<p>3.1.1 <i>The program describes the specific and continuous efforts it makes to provide a learning environment in which respect for all persons and understanding of diversity and difference are practiced.</i></p>
<p>3.0.2 <i>The program explains how these efforts provide a supportive and inclusive learning environment.</i></p>	<p>3.1.2 <i>The program describes how its learning environment models affirmation and respect for diversity and difference.</i></p>
<p>3.0.3 <i>The program describes specific plans to continually improve the learning environment to affirm and support persons with diverse identities.</i></p>	<p>3.1.3 <i>The program discusses specific plans to improve the learning environment to affirm and support persons with diverse identities.</i></p>
Accreditation Standard 3.1—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation	Accreditation Standard 3.2—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation
Admissions	
<p>B3.1.1 <i>The program identifies the criteria it uses for admission.</i></p>	<p>B3.2.1 <i>The program identifies the criteria it uses for admission.</i></p>
<p>M3.1.1 <i>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</i></p>	<p>M3.2.1 <i>The program identifies the criteria it uses for admission. The criteria for admission to the master's program must include an earned bachelor's degree from a college or university accredited by a recognized regional accrediting association.</i></p>

<i>has been achieved in their baccalaureate social work programs.</i>	
3.1.2 <i>The program describes the process and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.</i>	3.2.2 <i>The program describes the process and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.</i>
M3.1.3 <i>The program describes the policies and procedures used for awarding advanced standing. The program indicates that advanced 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> <i>*This and all future references to degrees from social work programs accredited by CSWE, include degrees from CSWE-accredited programs or recognized through CSWE's International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors.</i>	M3.2.3 <i>BSW graduates entering MSW programs are not to repeat what has been mastered in their BSW programs. MSW programs describe the policies and procedures used for awarding advanced standing. These policies and procedures should be explicit and unambiguous. Advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, those recognized through its International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors.</i>
3.1.4 <i>The program describes its policies and procedures concerning the transfer of credits.</i>	3.2.4 <i>The program describes its policies and procedures concerning the transfer of credits.</i>
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>	3.2.5 <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>
Advisement, retention, and termination	
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>	3.2.6 <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>
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 its criteria for evaluating their academic and professional performance and its policies and procedures for grievance.</i>	3.2.7 <i>The program spells out how it informs students of its criteria for evaluating their academic and professional performance, including policies and procedures for grievance.</i>
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>	3.2.8 <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.</i>
Student participation	
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>	3.2.9 <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>
3.1.10 <i>The program demonstrates how it provides opportunities and encourages students to organize in their interests.</i>	3.2.10 <i>The program demonstrates how it provides opportunities and encourages students to organize in their interests.</i>
Accreditation Standard 3.2—Faculty	
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>	3.3.1 <i>The program identifies each full and part-time social work faculty member and discusses her/his qualifications, competence, expertise in social work education and practice, and years of service to the program. 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 social work practice experience.</i>
3.2.2 <i>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>	
3.2.3 <i>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</i>	
	3.3.2 <i>The program discusses how faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty's teaching, scholarly, and service responsibilities. To carry out the ongoing functions of the program, the full-time equivalent faculty-to-student ratio is usually 1:25 for baccalaureate programs and 1:12 for master's programs.</i>

<i>teaching, scholarly, and service responsibilities.</i>	
CROSSWALK BETWEEN 2015 and 2008 EPAS	
2015 Standards	2008 Standards
B3.2.4 <i>The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the baccalaureate program, 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>	B3.3.3 <i>The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority and no fewer than two of the full-time faculty has either a master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred, or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree preferably in social work.</i>
M3.2.4 <i>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>	M3.3.3 <i>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>
3.2.5 <i>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>	3.3.4 <i>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>
3.2.6 <i>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>	3.3.5 <i>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>
3.2.7 <i>The program demonstrates how its faculty models the behavior and values of the profession in the program's educational environment.</i>	3.3.6 <i>The program describes how its faculty models the behavior and values of the profession in the program's educational environment.</i>
Accreditation Standard 3.3—Administrative Structure	Accreditation Standard 3.4—Administrative Structure
3.3.1 <i>The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program's mission and goals.</i>	3.4.1 <i>The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program's mission and goals.</i>
3.3.2 <i>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>	3.4.2 <i>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>
3.3.3 <i>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>	3.4.3 <i>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>

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2015 Standards	2008 Standards
<p>3.3.4 <i>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>B3.3.4(a) <i>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.</i></p> <p>B3.3.4(b) <i>The program provides documentation that the director has a full-time appointment to the social work baccalaureate program.</i></p> <p>B3.3.4(c) <i>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.</i></p> <p>M3.3.4(a) <i>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.</i></p> <p>M3.3.4(b) <i>The program provides documentation that the director has a full-time appointment to the social work master’s program.</i></p> <p>M3.3.4(c) <i>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 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>3.4.4 <i>The program identifies the social work program director. Institutions with accredited BSW and MSW programs appoint a separate director for each.</i></p> <p>B3.4.4(a) <i>The program describes the BSW 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 preferred or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree, preferably in social work.</i></p> <p>B3.4.4(b) <i>The program provides documentation that the director has a full-time appointment to the social work program.</i></p> <p>B3.4.4(c) <i>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 of the program, a minimum of 25% assigned time is required at the baccalaureate level. The program demonstrates this time is sufficient.</i></p> <p>M3.4.4(a) <i>The program describes the MSW 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 MSW program director have a doctoral degree, preferably in social work.</i></p> <p>M3.4.4(b) <i>The program provides documentation that the director has a full-time appointment to the social work program.</i></p> <p>M3.4.4(c) <i>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 of the program, a minimum of 50% assigned time is required at the master’s level. The program demonstrates this time is sufficient.</i></p>

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2015 Standards	2008 Standards
<p>3.3.5 <i>The program identifies the field education director.</i></p> <p>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>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>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 program and at least 2 years of post-master’s social work degree practice experience.</i></p> <p>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></p> <p>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></p>	<p>3.4.5 <i>The program identifies the field education director.</i></p> <p>3.4.5(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>3.4.5(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>B3.4.5(c) <i>The program describes the procedures for determining the field director’s assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.</i></p> <p>M3.4.5(c) <i>The program describes the procedures for determining the field director’s assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 50% assigned time is required for master’s programs. The program demonstrates this time is sufficient.</i></p>
<p>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></p>	
Accreditation Standard 3.4—Resources	Accreditation Standard 3.5—Resources
<p>3.4.1 <i>The program describes the procedures for budget development and administration it uses to achieve its mission 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></p>	<p>3.5.1 <i>The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits the budget form to demonstrate sufficient and stable financial supports that permit program planning and faculty development.</i></p>
<p>3.4.2 <i>The program describes how it uses resources to address challenges and continuously improve the program.</i></p>	<p>3.5.2 <i>The program describes how it uses resources to continuously improve the program and address challenges in the program’s context.</i></p>
<p>3.4.3 <i>The program demonstrates that it has sufficient support</i></p>	<p>3.5.3 <i>The program demonstrates sufficient support staff, other</i></p>

<i>staff, other personnel, and technological resources to support all of its educational activities, mission and goals.</i>	<i>personnel, and technological resources to support itself.</i>
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2015 Standards	2008 Standards
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>	3.5.4 <i>The program submits the library form to demonstrate comprehensive library holdings and/or electronic access and other informational and educational resources necessary for achieving its mission and goals.</i>
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>	3.5.5 <i>The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.</i>
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>	3.5.6 <i>The program describes its access to assistive technology, including materials in alternative formats (e.g., Braille, large print, books on tape, assistive learning systems).</i>
Accreditation Standard 4.0—Assessment	
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> <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> 	4.0.1: <i>The program presents its plan to assess the attainment of its competencies. The plan specifies procedures, multiple measures, and benchmarks to assess the attainment of each of the program’s competencies (AS B2.0.3; AS M2.0.4).</i> 4.0.5 <i>The program appends copies of all assessment instruments used to assess the program competencies.</i>
4.0.2 <i>The program provides its most recent year of summary data and outcomes for the assessment of each of the identified competencies, specifying the percentage of students achieving program benchmarks for each program option.</i>	4.0.2 <i>The program provides summary data and outcomes for the assessment of each of its competencies, identifying the percentage of students achieving each benchmark.</i>
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>	4.0.4: <i>The program uses Form AS 4 (B) and/or Form AS4 (M) to report its most recent assessment outcomes to constituents and the public on its website and routinely up-dates (minimally every 2 years) these postings.</i>
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>	4.0.3 <i>The program describes the procedures it employs to evaluate the outcomes and their implications for program renewal. It discusses specific changes it has made in the program based on specific assessment outcomes.</i>
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>	