



Social Work Department  
Bachelor of Social Work  
**STUDENT HANDBOOK**

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 **Heritage University**

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# BSW STUDENT HANDBOOK

## Preface

This BSW Student Handbook is intended to serve as a reference for students, faculty, practicum instructors, social agencies, and the community at large to understand the mission, goals, objectives, policies, and procedures that govern the BSW Program within Heritage University's Social Work Department.

Ruby Aguilar, LICSW  
Chair, Social Work Department

# Welcome to the Social Work Department

Welcome to the Social Work Department at Heritage Department. The Heritage University Bachelor of Social Work is accredited by the Council on Social Work Education (CSWE), the national accrediting body for social work education. This accreditation means that the social work program meets the high standards set by the CSWE and prepares students for beginning-level careers in the social work discipline.

## What is Social Work

Social work is a challenging and rewarding profession with a primary concern of helping others realize their own potential. It requires a high level of emotional and intellectual resources as well as an acceptance of the values and ethics of the profession. As a profession, social work is based on the belief in the worth and dignity of all people and the positive value of cultural, gender, and experiential differences. The social worker utilizes a strengths-based viewpoint, in which the values and needs of the professional social worker shape the mission and objectives of the program in Social Work.

The faculty is willing to further discuss a social work career with you. The Student Handbook is designed to provide you with additional information and answers to your questions about social work and Heritage University.

## Social Work Career Opportunities

Many and varied career opportunities are available to persons holding a BSW degree. Career opportunities include but are not limited to the following:

School  
Medical/Health Care  
Juvenile Justice  
Criminal Justice  
LGBTQ+ Services

Public Welfare  
Family Services  
Hospice/Gerontology  
Housing  
Crime Victims Advocacy

Human Services  
Child Welfare  
Disabilities  
Chemical Dependency  
Behavioral/Mental Health

## Introduction

### Land Acknowledgement

Heritage University occupies its home on the Yakmumamí *Tiichám* (The traditional lands of the Yakama People). These ancestral homelands are the *Yakama, Palouse, Piquouse, Wenatshapam, Klikatat, Klinquit, Kow- was-say-ee, Li-ay-was, Skin-pah, Wish-ham, Shyiks, Ochechotes, Kah-milt-pa, and Se-ap-cat*, who today are represented by the Confederated Tribes and Bands of the Yakama Nation [Treaty of 1855] and, whose relationship with this land continues to this day. Heritage University, grounded in the vision of the two Yakama women founders, respects Indigenous peoples as traditional guardians of the lands and the enduring relationship that exists between Indigenous peoples and their traditional territories. We

acknowledge and honor with gratitude the homeland and the first peoples who have stewarded it from time immemorial, and for the opportunity to study, learn, work, and be in community on this land. We acknowledge that our institutional history, like many others, is fundamentally tied to the first colonial developments in the Yakima Valley. Finally, we respectfully acknowledge and honor past, present, and future Indigenous students who will journey through this home called Heritage University.

Heritage at Columbia Basin College (CBC) in Pasco Washington, and is on the ancestral homelands of the Cayuse, Umatilla, Walla Walla, Yakama, and Palouse peoples. We also desire to honor and acknowledge them as well.

## **Anti-Racism, Diversity, Equity, and Inclusion (ADEI) Statement**

The BSW program at Heritage University commits to both short and long-term work of ADEI. That is, to recognize and dismantle racism and interrelated oppressions in curriculum, programs, organizational practices, processes, and outcomes. Anti-racist Social Work education supports us in doing the important work of reshaping social work practice, programs, and policies toward an equitable and inclusive society. ADEI explicitly highlights, critiques, and challenges all forms of racism, which include individual, interpersonal, institutional, and structural. This requires an examination of how racist beliefs and ideologies structure our collective lived experiences in personal and professional relationships. For example, in agency systems, parallel processes are often manifested in negative outcomes in educational and employment opportunities, as well as costs in physical and emotional health. ADEI examines macro-level challenges on the ways that programs and institutions, such as education, health care, housing, food access, justice, and other forms of social provisioning support and maintain differential advantages along racial and economic lines. We engage the work of anti-racism to prepare social workers who will critically examine their personal and social environments to contribute to building a just, equitable, and peaceful society.

## **A Brief History**

The Social Work Department at Heritage University began as a sequence of courses constituting a “concentration” in the Department of Human Services’ interdisciplinary BA Degree. In January 1994, the Heritage University Board of Directors approved the offering of a Bachelor of Social Work (BSW) for inclusion in the University’s 1994-1996 catalog. The Social Work Program applied for accreditation through the CSWE and entered accreditation candidacy in 1994. The BSW Program became fully accredited by CSWE in 1998. The BSW Program received CSWE reaffirmation in June 2003, June 2009, and June 2019 with the next review in June 2026. As a fully accredited BSW program, all courses met or exceeded the highest standards established by the CSWE and prepared students for careers as generalist social work practitioners.

## **Mission Statement**

The mission of the Bachelor of Social Work Program at Heritage University is to prepare students for entry-level generalist social work practice with individuals, families, groups, organizations, and communities. The generalist practitioner engages in a multi-layered practice with a diverse society, underrepresented, and rural communities. We (the program) respect

and support all people's rights, dignity, and worth, emphasizing anti-racism, diversity, equity, inclusion (ADEI), justice, and belonging through challenging structural and institutional inequities. Serving the diverse communities of Yakima Valley and the Columbia Basin, we promote culturally responsive, strengths-based social work practice, and advocacy promoted through scientific inquiry, socially responsible policy practice, and ethical engagement. In addition, we recognize the potential of each student and strongly believe that a student's diverse cultural and ethnic background is an asset to their educational process to promote the well-being and quality of life for all.

## EPAS 2022 Competencies

Upon completion of the BSW degree, students will be able to achieve the following competencies that are based upon the standards of the Council on Social Work Education 2022 Educational Policy and Accreditation Standards (EPAS). The program course assignments, practicum experiences, and seminars will allow the opportunity to achieve the following nine social work competencies:

1. Demonstrate Ethical Behavior
2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice
3. Engage in Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
4. Engage in Practice-Informed Research and Research-Informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

## BSW Program Goals

The BSW program has established the following goals:

1. Provide quality education preparation for beginning generalist social work practice with individuals, families, groups, organizations, and communities.
2. Focus on the specific needs of the multicultural, diverse populations in the rural and urban regions of the Northwest.
3. Prepare students academically to pursue graduate level education.

## Student Organizations & Resources

At Heritage University, we are committed to providing our BSW students with a supportive and enriching educational experience. Students have access to organizations and resources that will aid them in successfully navigating their academic journey and in becoming professional social workers. In this section, we will highlight key resources available to enhance your academic and professional growth.



## Social Work Student Association (SWSA)

The Social Work Student Association (SWSA) is organized as an official club recognized by the Student Government Association. There are two chapters, one location in Toppenish and one in Tri-Cities. The SWSA performs service projects, arranges club activities, and organizes fundraisers to support club activities. In addition, the club provides input into the Social Work Department's policies and practices that impact student experiences.

The status of the SWSA is currently 'active.' The club has an assigned faculty member to serve the organization as Faculty Advisor. The Faculty Advisor attends the student organization's meetings. The Faculty Advisor serves principally in a consultative capacity, and free to assume a more active role in organizational affairs at the request of the organization's members or officers. In addition to faculty participation, the SWSA has space for displaying club and MSW information, the use of program department funds for distribution of literature to students.

## National Association of Social Workers (NASW)

The National Association of Social Workers (NASW) is an organization comprised of professional and student social workers who have united on local and national levels to increase their impact on today's major social problems. NASW attempts to enhance social work practice, improve professional standards and salary levels, and promote societal improvements important to social workers and their clients.

Students are offered membership at reduced fees. The benefits of NASW membership include a free subscription to the bimonthly Social Work Journal and the monthly NASW NEWS. NASW also offers low-cost health, life, and liability insurance coverage, low-cost travel service, and reduced rates for membership in the Social Work Vocational Bureau, a central employment service. Membership in NASW is encouraged but not required of students in the BSW Program.

We expect that staff and students will abide by the NASW Code of Ethics. A copy of the code of ethics is located at: <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

## Academic Skills Center (ASC)

The Academic Skills Center (ASC) provides free, accessible academic support across all disciplines to empower students as they strive for academic excellence. The ASC staff recognizes the uniqueness of everyone in Heritage's diverse student body. ASC believes that scholars bring a wealth of experience with them, and that the primary duty is to help build bridges between students and the various cultures and expectations of academic discourses. ASC offers tutoring services in a variety of modalities (group tutoring, study skills, drop-in, and one-on-one), as well as physical and online study spaces. ASC tutors have a mix of Bachelor and Master-level degrees. ASC manages all campus tutoring with established equitable hiring and evaluative practices processes.



## Donald K. North Library

The Donald K. North Library is a single institutional facility serving students on the main campus in Toppenish, Washington, and the Tri-Cities location as well as those taking online courses. Regardless of location, the library seeks to provide service equivalence. A courier service provides Tri-Cities students with books and other physical materials they request. These items are checked out in Toppenish and sent to the Tri-Cities, where they are available for pickup. Requested books are mailed to remote students. The library will support the social work program with a variety of sources and services, including databases listed below.

### Latinx Social Work Practice Resources

The Social Work LibGuide for Latinx Social Work Practice includes social service, governmental, and general internet resources for those in the social services fields. These include links on immigration, civil rights activism in the Northwest, and local community resources as well as those pertaining to Anti-Racism, Diversity, Equity, and Inclusion (ADEI).

### Native American Social Work Practice Resources

The Social Work LibGuide for Native American Social Work Practice includes social service, general internet, and ADEI resources for faculty, staff, and students. One of the selected Native American general internet resources is National Archives & Records Administration. Researching American Indians and Alaska Natives provides census records, relating to Indian Boarding Schools, Military Service (“Code Talkers”), and a special page on archival resources for Washington State. Washington State is home to twenty-nine federally recognized tribes, each with their own tribal governments. In addition, the Duwamish, Wanapum, and Chinook tribes, are not Federally recognized by the U.S. federal government, yet have a long history in present-day Washington.

## Academic Information & Resources

### Financial Aid/Scholarship

Resources for Financial Aid, including loans and scholarships, are available through the Office of Financial Aid at Heritage University. All students should complete the Free Application for Federal Student Aid (FAFSA) to determine eligibility. Students not eligible for Federal Financial Aid due to citizenship status can apply for Washington State Aid by completing the Washington Application for State Financial Aid (WASFA).

### BSW Degree Requirements

The Bachelor of Social Work (BSW) program is designed for professionals who wish to expand their education and career as social workers. The BSW degree requires the following:

1. Students must complete the General University Requirements (GUCR) or transfer to Heritage University with an Associates of Arts Degree (AA-DTA)
2. Complete three lower division requirements
  - a. BIOL 101-Biology from a Human Perspective

BIOL 101L-Lab biology from a Human Perspective

Note: Another biology course, preferably human biology can be substituted

b. PSY 101- Introduction to Psychology

c. SOC 101- Introduction to Sociology 101 or SOC 201-Social Problems

3. Complete the required social work major courses:

Table 1: Cohort Curriculum Plan			
Semester 1 (Fall, Junior)	Semester 2 (Spring, Junior)	Semester 3 (Fall, Senior)	Semester 4 (Spring, Senior)
SOWK 312 Human Behavior in the Social Environment	SOWK 313 Human Behavior in the Social Environment II	SOWK 459W Social Science Research Methods	SOWK 460W Social Programs Evaluation
SOWK 316 Social Policy I	SOWK 317 Social Policy II	SOWK 488W Theory of Practice III	SOWK 491 Field Practicum II
SOWK 430 Ethics in Practice/History of SW	SOWK 487W Theory of Practice II	SOWK 490 Field Practicum I	
SOWK 486W Theory of Practice I	SOWK 306 Social Justice and Diverse Populations		
Eng 350W Writing in Social Sciences	SOWK 388 Preparation for Practicum		

4. Complete an additional five elective credits for a total of 120 credits.

Students should consult with their advisor if they are not sure of the preparation for a specific course. In their first two years of college, students need to work closely with their advisors to schedule the necessary GUCR and lower division core courses to properly prepare for upper division courses. See [Heritage University Catalog](#) for course descriptions. Students can consult with their advisor if they are not sure of their preparation for a specific semester.

## Student Rights/Responsibilities

### Student Rights:

- All members of the Social Work Program community should be free to participate in the governance of the program.
- Students individually and collectively have the freedom to examine and discuss all questions of interest to them and to express their opinions publicly or privately on these issues.
- Students have the right to be protected from improper disclosure of information pertaining to academic records, evaluations of others, and individual comments made in

confidence. Information about students will be released only to persons who have a legitimate “need to know” as defined by the Family Education Rights and Privacy Act (FERPA) as amended or by other University policies.

- Students have a right to express their thoughts and positions on all issues pertaining to curricular material presented in the classroom.
- Students should be free to participate in off-campus activities of their own choosing.

#### Student Responsibilities:

- It is the responsibility of all members of the Social Work Program community, including students, to utilize existing channels of participation, communication, and appeal to involve themselves in and express their opinions of decisions made in the governance process.
- Students have the responsibility to refrain from illegal expressions of opinion as well as expressions which substantially or materially disrupt the activities of the program or interfere with the rights of others.
- The freedom to demonstrate or protest carries with it the responsibility to ensure that the freedom of non-protesters is respected.
- Student publications are responsible for ensuring that balanced representation of views on controversial issues is accorded to all interested parties.
- Individuals must be responsible for their own actions off-campus without expecting university or program assistance.
- Activities conducted by members of the Program or University are not conducted in the name of the university unless authorized, and participants are responsible to civil authorities for their actions.

## Policies and Procedures

The BSW Program establishes policies and procedures in order that the university community and affiliated agencies may be informed of guiding principles for the BSW program. While this section provides general information, specific policies are explained throughout the handbook. The program and the university reserve the right to change policies as needed. Students and others will be informed as such changes occur.

1. Students follow the Heritage University academic calendar found in the [Heritage University Catalog](#).
2. Students are expected to accept responsibility for their own successes and challenges, and to be aware of all BSW degree requirements as well as university, Social Work Department, and practicum agency policies, practices, and procedures.
3. Students are expected to follow standards of professional conduct specified in *Heritage University Catalog*, *BSW Student Handbook*, *Practicum Manual*, the *NASW Code of Ethics*, and the guidelines provided by the practicum agency.
4. Students are expected to have regular meetings with their assigned faculty advisor. The advisor provides vital input for practicum placement, approves course registrations, provides input into course scheduling according to the needs of the student and degree

requirements, initiates graduation application, and is an advocate for the student. The advisor also provides support surrounding career planning.

5. The practicum seminar is a required component of the practicum courses.
6. The University provides liability insurance coverage within the scope of performing services on behalf of or under the direction of the program. Students are expected to abide by university rules, BSW Program Policies and Procedures, agency procedures, and the *NASW Code of Ethics*. Students report to the BSW Program any incidents which may give rise to a malpractice or liability claim against the student, university, or agency.
7. Students do not report to their practicum placement or go near the assigned site in the event of a strike or work stoppage. The student contacts the Practicum Director with any question(s) about their protection.
8. Students and faculty use informal problem-solving methods in attempts to reach solutions to issues and problems. Formal grievance procedures are applied should informal techniques fall short of satisfying all parties involved.
9. It is the student's responsibility to inform the instructor of any extenuating circumstances which may interfere with their fulfillment of course requirements.
10. Students who violate policies of Heritage University, the BSW Program, NASW Code of Ethics, and/or Practicum Agency procedures are subject to disciplinary action. The student's rights to due process and appeal are respected in the event of such action.
11. The BSW Program's actions for below-standard academic work and/or ethical violations may range from reprimand and additional coursework to probationary status and termination of enrollment in the BSW Program.
12. Social Work Department faculty perform a "gatekeeping" role for the profession. Faculty are responsible for involving a student in problem-solving when academic, ethical, and/or other professional practice issues arise.
13. In those instances when the policies and practices employed by the program or university have not been successful in resolving a student's academic, personal and/or professional issue, the student is terminated from the BSW program.
14. Faculty actions may not be arbitrary or unfairly directed at a student or student group. Students' rights are respected in all matters pertaining to educational mission and objectives for social work education.

## Admissions

### Standard Admittance

The intent of the Social Work Program is to enroll students who are committed to the values, goals, and philosophy of the profession and the Social Work Program. The university has a policy of nondiscrimination in admissions to access its educational facilities, or in its treatment to students or employees, in its programs and activities, on the basis of race, ethnicity, national origin, gender, sexual orientation, religion, religion, age, veteran status, or disabling condition, in violation of federal or state law.

Students may declare social work as a major at any time, but admission to the program is completed prior to the start of the junior year. Applicants will schedule a meeting with a social

work faculty member, hold a dialogue regarding social work as the student's career choice, along with an analysis of completed lower-division requirements, and forms which include:

- Personal and Professional Conduct Statement with a commitment to abide by the NASW Code of Ethics
- Authorization to run a background check and disclosure of factors that may negatively impact ability to practice social work
- Acknowledgement of receipt of Student Handbook

### **Criteria for admission**

The Social Work Program will audit transcripts for completion of lower division requirements. In order for students to enroll in social work practice classes beyond "Introduction to Social Work," they must have completed 60% of the lower division requirements for the BSW Program and have applied for admission. However, in some cases a candidate for admission who has not been formally admitted but meets most prerequisites may be allowed to take courses in the social work curriculum which are ordinarily open only to majors. Such exception would be granted by the Program Chair upon the recommendation of the faculty advisor. In no case will such exception be granted for more than one semester. A minimum of 2.00 GPA is required for admission.

Applicants with criminal backgrounds are carefully reviewed. While criminal offenses that did not result in harm to humans or animals do not automatically disqualify an applicant from the program, these can limit the applicant's ability to secure a field practicum placement and/or employment. Such an applicant should work closely with their advisor in order to determine the merits of pursuing the profession.

For all students, any waivers, substitutions, or other modifications of degree plans must be approved by the advisor, the Social Work Program Chair, and Registrar. Most of these decisions are made at the point of admission to the social work program.

### **Required Criteria for Admission to BSW Program**

Required criteria for admission to the BSW program:

1. Students must complete the General University Course Requirements or transfer to Heritage University with an Associate of Arts Degree (AA-DTA).
2. For students not transferring with an AA-DTA, they must complete three lower division requirements
  - a. BIOL 101 - Biology from a Human Perspective  
BIOL 101L - Lab Biology from a Human Perspective  
Note: Another Biology course, preferably human biology, can be substituted
  - b. PSY 101 - Introduction to Psychology
  - c. SOC 101 - Introduction to Sociology 101 *or* SOC 201 - Social Problems

## International Students

The BSW Program welcomes international students who are passionate about social justice, community empowerment, and serving diverse populations. The BSW program follows Heritage University's institutional admissions requirements for international students. These requirements follow the Northwest Commission on Colleges and Universities procedures for admitting international students.

The application requirements are on the Heritage University website and include:

1. A completed application for admission
2. An essay or writing sample submitted to admissions
3. Official transcripts from high school and post-secondary studies from each college/university attended. These documents must be provided with a foreign credential evaluation. Transcript evaluation can be done by any of the organizations with membership in NACES (The National Association of Credential Evaluation Services).
4. Completed Heritage University Confirmation of Financial Resources Form.
5. Satisfactory proof of English proficiency by one of the following:
  1. The Test of English as a Foreign Language (TOEFL) iBT and TOEFL PBT are accepted.
    1. A minimal score of TOEFL iBT for graduate is 88.
    2. A minimal score of TOEFL PBT for graduate is 500.
  2. Transcript from a U.S. school verifying completion of an English as a Second Language (ESL) Program reflecting satisfactory progress.
  3. High school or university instruction taught in English and verified by a transcript.
6. Personal housing and transportation provisions must be made by the students since Heritage University does not provide student housing and public transportation is not available in the area.

An I-20 form is issued only when all the above materials have been submitted, evaluated, and the student is admitted. This document authorizes the student to request a visa to study at Heritage University.

## Transfer Admittance

Students transferring from another undergraduate program must follow the same standard admissions process as students without undergraduate credits. The transfer admissions process will also include an evaluation of transfer credit as described under the Transfer Credit Policy in the Student Handbook.

## Admission Decisions

The BSW program at Heritage University strives to admit any student who meets the minimum requirements and acknowledges that faculty cannot know the upper limits of student capacity. The BSW program utilizes an open-enrollment model to promote equity and reduce barriers to entry. All students who meet the program's minimum academic criteria are admitted.

Students who do not yet fully meet the program requirements, such as completion of lower division course work or the minimum GPA, may be granted permission to begin core social work courses. These students work collaboratively with a faculty advisor to develop an individualized academic plan that outlines the steps needed to meet program and university standards.

### Course Transfer Credits

The Bachelor of Social Work (BSW) Program acknowledges the value of prior academic coursework and aims to provide students with opportunities to transfer credits from other educational institutions and programs. The guidelines for the acceptance of transfer credits are as follows:

1. Transfer of Credit Eligibility:
  - a. Only courses taken at institutions with accreditation from the Council on Social Work Education (CSWE) will be considered for transfer credit for required courses in the BSW Program.
  - b. Only equivalent courses from CSWE-accredited programs will be eligible for transfer credit. "Equivalent courses" refer to courses that cover similar content and learning outcomes to those offered in the BSW Program.
2. Transfer Credit Evaluation and Process:
  - a. Students seeking transfer credits must submit an official transcript for each course they wish to transfer. The BSW Director will review the materials to determine the equivalency and eligibility for transfer credit.
  - b. The decision regarding the acceptance of transfer credits rests with the BSW Director, based on the review of the submitted materials and alignment with program requirements. The BSW Director may consult with additional BSW faculty during this process.
  - c. 96 credits must be in traditionally graded courses from any accredited college/university; a maximum of 24 credits of courses with a pass grade are allowed.
  - d. 32 of the last 42 credits must be from Heritage University.

The university reserves the right to evaluate all transfer credits in relation to its programs. Heritage University reserves the right to accept or reject non-traditional means of obtaining credit depending on the relevance and application of such credits to the total degree of the program. (Heritage University catalog, 2025-2026)

3. **Social Work Program-Specific Restrictions:** Beyond university wide policies, the BSW program enforces two additional restrictions.
  - a. The program allows credits for coursework completed from a Council of Social Work Education (CSWE) accredited social work program. Coursework completed from a CSWE-accredited social work program can be used to substitute for required courses within the major.



- b. The program does not grant academic credit for life experience, ensuring that all students gain formal, structured education in social work principles and practice. The policy states, “Although Heritage University awards academic credit for life experiences in some curricular areas, no credit for life experience is awarded for required social work courses, specifically those courses required by the social work major that contains the SOWK prefix
4. Appeals:
  - a. Students who appeal a decision regarding transfer credits may submit a written appeal to the Department Chair, providing additional supporting documentation or justification.
  - b. The Social Work Department Chair, in consultation with the BSW Director, will review the appeal and make a final determination.

### Life Experience or Previous Work Experience

Although Heritage University awards academic credit for life experience or previous work experience in some curricular areas, no credit for life experience or previous work experience is awarded for social work courses, specifically those courses required by the social work major that contain the SOWK prefix.

## Advising

### Academic Advising Policy

Academic advising is provided by the BSW faculty and follows several advising service formats. Students who begin as first-time freshmen or are undeclared are served by the Heritage University Advising Center. Any student or potential student who wishes to discuss a career and educational opportunities in social work is welcome to make an appointment with a Social Work Faculty member or drop-in to faculty office hours. Upon declaration of social work major, a faculty advisor from the social work program is assigned to the student. Students at the Tri-Cities campus are advised by the full-time faculty member at the site. Students in Toppenish campus are assigned to an advisor at the site. The policy is as follows:

The BSW faculty provide academic advising to support students in achieving their educational and professional goals. Academic advising is a collaborative process between advisors and students and is conducted through cohort and individualized advising and there are several faculty responsibilities related to academic advising:

#### 1. Cohort Advising

Students in the BSW program follow a cohort advising model. Beginning the program together, with completion of prescribed sequence of courses, the students graduate as a group. BSW faculty advisors initiate cohort advising to assist students in:

- Registration for required classes and explore available options.
- Ensure all degree and curriculum requirements are met.

## 2. Individual Advising

In addition to cohort advising, students may initiate individual advising to discuss topics such as registration and course planning, practicum placements, and academic or personal challenges affecting progress. The BSW student is placed at the center of their learning process, as the student has primary responsibility for the educational effort.

### Faculty Advisor Responsibilities

BSW faculty play a vital role in fostering students' educational success and professional development. Faculty advisors are responsible for:

- **Office Hours:** Maintain and post consistent office hours for student accessibility for appointments and drop-ins.
- **Monitor Progress:** Ensure students meet all degree and curriculum requirements in a timely and satisfactory manner.
- **Provide Support:** Offering consultation, guidance, and referrals to address challenges or barriers.
- **Practicum Seminar:** Students can also discuss practicum advising during the seminar course.
  - **Address Performance Issues:** If performance is impacted in a class, faculty will engage with the student's instructor, discuss the matter with the student, and maintain accurate and up-to-date student records.
  - **Advocate for Students:** Assisting in finding appropriate solutions to problems, especially when factors within the educational system are involved.
  - **Protect Student Rights:** Informing students about grievance procedures and ensuring fair and equitable treatment.
  - **Address Professional Concerns:** Advisors work collaboratively with students and faculty to address professional concerns when necessary (see policies *Professional Misconduct*, *Professional Alignment and Readiness*, and *Steps to Address Professional Concerns*).

### Professional Advising Policy

The BSW faculty provide professional advising, which is informally structured, and student initiated. The policy for professional advising is included in the student handbook. The following is the policy:

BSW faculty are dedicated to supporting students in their journey toward becoming social workers and achieving their goals. Students may request and engage in professional advising. To ensure sufficient student accessibility, faculty advisors maintain and post consistent office hours each week. Whenever possible, they are otherwise available to advisees by appointment and drop-ins. The following are some of the areas of support that professional advising might include:

1. **Professional Development:** Developing professionalism starts while students are still engaged in their academic program and participating in their practicum education. It should be demonstrated in all educational and practice settings. Advisors can support students by equipping them with skills and strategies to demonstrate professionalism.
2. **Career Pathways:** Determining career goals and understanding the current landscape of professional employment in the social work field helps the student explore their career path. Advisors explore the advisee's career interests and options for achieving career goals.
3. **Networking and Connections:** Developing professional connections and networking is an effective strategy for supporting students in meeting their career goals. Advisors can help advisees connect with professionals in the community, refer them to community mentors, and share information about professional opportunities.
4. **Comprehensive Support:** Advisees' needs are unique and require different levels of support. Professional advising is a collaborative process that can be structured to meet these needs and diverse goals. Examples of this help might include interviewing tips, career materials preparation (e.g., resumes, and cover letters), or other topics as explored with the advisee.

## Student Performance Evaluation

### *Academic Performance Evaluation*

The BSW Program adopts the university's grading and evaluation policy. Other policies in this section include the following: Grading and Evaluations, Competency-Based Grading, Student Academic Review, Student Course Evaluation, Review Committee, and other Additional Academic Policies and Procedures.

#### *Grading and Evaluations*

This policy is in the Heritage University Academic Policies, see [Grading and Evaluations](#) in the online catalog for more information.

#### *Competency-Based Grading Policy*

The curriculum is used to teach and assess student competency related to BSW programs practice behaviors. These assignments are called Key Assignments. They all have rubrics developed to assess student competency. The criterion for grading performance is provided to students at the start of the semester. The rubrics are scored on the following scale:

- 1 - Initial
- 2 - Emerging
- 3 - Developed
- 4 - Highly Developed

Along with any Key Assignments, the course syllabi explains the points and grading required to pass that class.

***Student Academic Review***

The academic record of each student is reviewed at the end of each semester, and, where appropriate, the student is notified in order to ensure:

- Sound program advisement and proper course enrollment.
- An overall minimum GPA of 2.0 is maintained.
- Required course work and all other criteria are met regarding BSW Degree Candidacy, continuation in the BSW program, and/or for assignment to field practicum.
- Satisfactory progress toward earning the degree is evident.

***Review Committee***

The student exhibiting on-going academic, field practicum, and/or personal problems which indicate a current or potential problem for the student, university, department, program, community, or practicum agency is subject to review by an appointed Social Work Program Faculty Committee. These faculty will (a) review materials pertaining to the student including the option of requesting a written statement from the student; (b) if appropriate, invite the student to appear before the faculty committee to discuss the matter; and (c) submit Committee recommendation(s) to the BSW Program Director or Field Practicum Coordinator. The Social Work Program Director reviews the entire process and renders the final decision. The student may appeal the decision first to the Provost and then following [University procedures for grievances/appeals](#).

All matters pertaining to the Social Work Program's academic standards, policies and practices consider the student's right to due process, academic review, and those appeal procedures are outlined herein and in university publications.

***Student Course Evaluation***

Student mid- and end-of-course evaluations are distributed by Heritage University administration on a semesterly basis. Results are collated and distributed to department chair and faculty for analysis and use in making changes informed by data.

***Courses Repeated***

The BSW student may repeat a social work course. The original and the repeated course remain on the transcript, but only the higher grade is computed in the grade point average, and credit is awarded only once.

***Academic Concerns***

When the student manifests a problem(s), e.g., excessive "I," "WA," "WX," and below standard grades, an advising appointment is scheduled. The advising appointment explores:

- barriers to success and strategies to overcome those barriers.
- careful program planning and course enrollment.
- appropriateness of fit of social work major and other educational or career opportunities; and
- referral to Student Support Services or other resources.

### ***Probation/Suspension***

When the student's overall GPA falls below a standard of 2.0, the student is placed on Academic Probation within the program. The BSW student has two consecutive semesters to achieve the minimum grade point standard or face Academic Suspension from the program.

### ***Additional Academic Policies and Procedures***

1. Students are required to attend each class on time and to remain for the full session. In some classes, there are grade penalties for excessive absences and/or non-participation in class discussions.
2. Assignments are to be submitted on time and in the format required by the instructor. A grade penalty may be exacted for each late assignment.
3. Students are assigned grades based on the instructor's scales for examinations, assignments, and final grades. The individual requirements are found in each course syllabus. Students may be awarded the "I" or incomplete grade under certain conditions, i.e., health or other specific conditions, as approved by the instructor and as defined in the Heritage catalog. Neither the "WA" or "I" grade is awarded in lieu of the "F" grade.

## **Professional Performance Evaluation**

### ***Evaluation Professional Performance in Practicum Policy***

The evaluation of professional performance in practicum is conducted by the practicum instructor and the practicum supervisor. Each evaluates the student's professional performance during practicum. Students are expected to demonstrate professional competency. The policy for the evaluation of professional performance in practicum is included in both the student handbook and cross listed in the practicum manual. The policy includes the following:

Professional performance is evaluated during a student's practicum experience. Students, practicum instructors, and practicum supervisors collaboratively develop a learning contract that enumerates at least one task or activity in which the student can demonstrate competence in engaging in each practice behavior. In a team-oriented process, all parties review and sign the learning contract at least three times. The practicum instructor maintains possession of the original version of the learning contract, and copies are disseminated to the other members.

The first review focuses on finalizing the practicum tasks and activities used as the student's learning contract. There are two evaluative reviews of the learning contract, one at the end of each semester of practicum placement. These are referred to as the mid-term and final evaluations. During these reviews, students are encouraged to share how they implemented the learning contract. Practicum instructors and supervisors share their observations and determine final scores for each practice behavior.

Evaluations are scored on a scale from 0 to 5:

- 0 Not completed, no opportunity
- 1 Unacceptable progress

- 2 Not sufficient progress, with some concerns
- 3 Emerging competence, performance is on track and moving forward
- 4 Competence, strong performance
- 5 Advanced competency, excellent performance

To pass the final evaluation, students must achieve a score of three or higher on all practice behaviors. During the mid-term review, scores below three are acceptable but require a clear plan for improvement or specific action steps. The mid-term review also allows the team to reassess or adapt identified tasks in the learning contract. However, students receiving a maximum score of two during the mid-term review do not pass the evaluation.

#### *Evaluating Professional Performance Beyond Practicum Policy*

Social workers are responsible for maintaining professionalism across all education spaces (e.g., classroom, student organization activities, and other extracurricular activities). Professional performance is formally evaluated in the practicum. Students are also formally evaluated for competency-based behaviors throughout the curriculum. Beyond the practicum, students are also supported based on the following:

- **Expectations for Professional Conduct:** Students are expected to maintain professionalism in all educational settings. Students review and commit to following program requirements and standards of conduct. They will sign the Statement of Understanding (Practicum Manual, Appendix C).
- **Collaborative Coaching and Support:** Faculty and supervisors collaborate with students to develop professional skills. They are expected to provide guidance and direction to help build these skills in all educational spaces.
- **Addressing Significant Concerns:** Problems of professional concerns are addressed using policies related to professional misconduct and professional alignment and readiness.

## Student Termination Policies

### Academic Performance Misconduct Policy

Integrity is a value identified for social workers through our code of ethics. In the event of concerns regarding academic misconduct, such as plagiarism, the BSW program adopts the university policies and procedures for reviewing these allegations. The process starts with the faculty gathering information and having a conversation with the student regarding the problem to be addressed and the course of action to pursue. Further details regarding this process are in the online catalog under academic policies and titled [Academic Honesty Policy](#).

### Faculty-Initiated Disciplinary Process

The Academic Honesty Review Committee (AH Review Committee) will review all violations referred to through the process and procedures described herein. Departments with specific, separate Academic Honesty Policies, Processes, and Procedures will follow them.

Faculty members in all departments and programs retain the responsibility to conduct initial meetings with students and provide verbal clarification, guidance, and warnings to students, particularly when violations may be resulting from a lack of mastery of new concepts and skills. When violations appear deliberate rather than from lack of mastery, faculty members will consult with Department Chairs about initiating the Academic Honesty Disciplinary Procedure.

### Professional Performance Misconduct Policy

Professionalism is a cornerstone of social work practice and is expected in all educational settings, including the classroom, practicum, and extracurricular activities. Faculty and practicum supervisors collaborate to address concerns of professional misconduct.

Problems of professional misconduct can result in dismissal and can include but not limited to any of the following:

1. Plagiarism or other forms of cheating
2. Disruptive or inappropriate conduct in educational settings
3. Destruction or concealment of library or other resources needed by others
4. Professional misrepresentation, including (a) events surrounding an incident involving professional conduct, (b) fabrication of client data pertaining to course or practicum assignments, (c) misrepresentation of qualifications, education, experience, or affiliations
5. Engaging in social work practice while under the influence of drugs, alcohol, or other chemicals
6. Breaching professional confidentiality
7. Sexual harassment of clients, colleagues, or supervisors
8. Entering a consensual sexual relationship involving conflicts of interest or abuse of power
9. Exploiting professional relationships for personal gain
10. Discrimination based on sex, sexual orientation, gender, gender expression, age, religion, national origin, or disability
11. Involvement in criminal activity
12. Violations of the NASW Code of Ethics
13. Other infractions

### Social Media

Social media is a powerful tool for communication, networking, and advocacy. The responsible use of social media is essential for students entering the social work profession. As representatives of Heritage University and the Bachelor of Social Work (BSW) Program, students are expected to maintain professional and ethical conduct both in person and online. Students must exercise caution to ensure that their use of social media aligns with the NASW code of ethics, university policies, practicum agency policies, and the expectations of the social work field.



Violations of the social media policy may result in disciplinary action, including but not limited to removal from practicum placement, formal university conduct review, or dismissal from the program, depending on severity of the incident. Students are encouraged to review the NASW Code of Ethics, the BSW Practicum Manual, and the Heritage University Student Handbook for further guidance.

### Professional Alignment and Readiness Policy

Social work is a value-driven profession, and students are expected to align with its core values and principles, as outlined in the NASW Code of Ethics. In addition to academic performance, students must demonstrate professionalism, emotional stability, and the ability to engage appropriately with others in all educational settings.

The Social Work Department reserves the right to terminate a student's enrollment if their behaviors:

1. Pose a risk to the welfare of clients or colleagues, or
2. Reflect irresponsibility that undermines confidence in their ability to succeed in practicum or other educational settings.

This policy applies to students who, despite strong academic performance, exhibit behaviors such as difficulty in interpersonal relationships, emotional or psychological instability, or immaturity, which may hinder their professional readiness or ability to uphold social work's ethical and practice standards.

The program may refer students to the university counselor or professional counseling if appropriate. The program may also recommend the student consider alternatives to gain further experience, maturity, and perspective. The student might be advised that they cannot continue in the program with efforts made to help them understand and accept this decision and transfer to another degree program if appropriate.

### Procedures for Counseling-out a Student

In accordance with Council on Social Work Education guidelines, all social work majors are expected to conduct themselves in a professional manner consistent with the NASW Code of Ethics. The Social Work Program reserves the right to refuse enrollment or continuation to any student who, in the judgment of a majority of the Social Work Program regular faculty, displays behaviors which would be detrimental to the welfare of the clients whom the student would serve or who exhibits such irresponsible behavior as to preclude confidence in his/her completion of Field Practicum. This right includes the more difficult problem of the student who performs well academically but does not relate appropriately to people or displays emotional or psychological instability or immaturity. Such a student may be referred to the university's social and mental health counselor, if appropriate. The Social Work Program may also recommend that the student consider other alternatives to gain further experience, maturity, and

perspective. In a confidential conversation, the student might be advised that they cannot continue in the program with every effort made to help them understand and accept this decision, and facilitating a transfer to another degree program if appropriate.

If a social work major, in the majority opinion of the Social Work faculty, violates the NASW Code of Ethics or other professional standards, the student is subject to the following process:

1. **Informal Advisement:** The student will receive a verbal warning conveyed to the student by the Social Work Program Director or the assigned advisor.
2. **Formal Advisement:** the student will receive a written warning delineating the specific concerns through the assigned advisor.
3. **Program Termination:** If the preceding steps have not brought about acceptable changes in the student's conduct or if the student's conduct flagrantly violates the NASW Code of Ethics or other professional standards, it may be recommended that the student be terminated from the Bachelor of Social Work Program.

### Steps to Addressing Professional Concerns Policy

If a student is demonstrating behaviors that are a problem of professional misconduct or professional alignment and readiness, it is reviewed with the regular full-time faculty of the program. The opinion of the majority of the team determines the severity and which steps are taken to address the problem. This may occur during core team meetings or a separately scheduled meeting. Decisions and discussions are recorded in meeting minutes. Agency practicum supervisors with concerns should consult the practicum instructor or Practicum Director for guidance in addressing the problem. It is the responsibility of the faculty advisor, faculty, Practicum Director, or agency practicum supervisor to document the student's behaviors, and assure that decisions are neither random nor capricious. The following are the steps that may be taken to address professional concerns:

1. **Informal Advisement:** The student will receive a verbal warning from the BSW Program Director or the assigned advisor.
2. **Formal Advisement:** The student will receive a written warning delineating the specific concerns through the assigned advisor.
3. **Program Termination:** If the preceding steps have not brought about acceptable changes in the student's conduct or if the student's conduct flagrantly violates the NASW Code of Ethics or other professional standards, it may be recommended that the student be terminated from the BSW Program.

### Due Process Policies

#### Due Process for Reasons of Academic Performance Policy

Students who want to appeal an academic performance decision affecting their grade(s) should present their case according to the following grievance process. The BSW program closely aligns

with Heritage University's [Academic Grievance Process](#), found in the online catalog. These are the steps for a student-initiated grade appeal:

1. A student confers the concern with the instructor.
2. If the student believes the matter has not been satisfactorily resolved, the student confers with the BSW Director.
3. If the student believes the matter has not been satisfactorily resolved, the student confers with the Department Chair to seek assistance in resolving the concern.
4. If the student believes the matter has not been satisfactorily resolved, the student makes an appointment with the Vice-President/Provost of Academic Affairs to seek assistance in resolving the concern.
5. The student and the Vice-President/Provost of Academic Affairs may request a hearing committee to review the matter.
6. The Vice President/Provost of Academic Affairs communicates the decision to the concerned student.

If contact with the instructor does not lead to a resolution, the matter is referred to through the appropriate channels. If the instructor involved happens to be the BSW Director or Department Chair, the matter should be referred to the next level of administration. At all levels, the administration official investigates to determine the validity of the complaint, to promote understanding between the individuals involved, and to affect a resolution.

### **Due Process for Reasons of Professional Performance**

Students who want to appeal professional performance evaluation should present their case following this process.

1. A student should request a meeting with the practicum supervisor and the practicum instructor to discuss the concern.
2. If the student believes the matter has not been satisfactorily resolved, the student confers with the Practicum Director
3. If the student believes the matter has not been satisfactorily resolved, the student confers with the BSW Director.
4. If the student believes the matter has not been satisfactorily resolved, the student confers with the Department Chair to seek assistance in resolving the concern.
5. If the student believes the matter has not been satisfactorily resolved, the student makes an appointment with the Vice-President/Provost of Academic Affairs to seek assistance in resolving the concern.
6. The student and the Vice-President/Provost of Academic Affairs may request a hearing committee to review the matter.
7. The Vice President/Provost of Academic Affairs communicates the decision to the concerned student.

If contact with the Practicum Director or designated practicum faculty and agency practicum supervisor does not lead to a resolution, the matter is referred through the appropriate channels. If the instructor involved happens to have multiple roles (e.g., agency practicum supervisor, Practicum Director, BSW Director, or Department Chair) after going through the process with that person progressing to the next level of administration. At all levels, the administration official investigates to determine the validity of the complaint, to promote understanding between the individuals involved, and to affect a resolution.

The student must take a case for “arbitrary, capricious, or discriminatory” behavior on the faculty member's part to have grounds for appeal. The burden of proof of the charges is on the student. All appeals must be framed in this manner.

### **Due Process for Reasons of Student Termination Policy**

Students who want to appeal a decision to dismiss the student due to academic or professional performance reasons can make an appeal based on this policy. The decision to terminate the program for a student followed based on the following policies: academic performance misconduct, professional misconduct, professional alignment and readiness, and steps to address professional concerns. These policies outline that the decision is made based on the majority opinion of regular full-time faculty in the program. The same due process steps can be taken, but would initiate as follows:

1. The student makes an appointment with the Vice-President/Provost of Academic Affairs to seek assistance in resolving the concern.
2. The student and the Vice-President/Provost of Academic Affairs may request a hearing committee to review the matter.
3. The Vice President/Provost of Academic Affairs communicates the decision to the concerned student.

## **Student Input Policies**

### **Equitable and Inclusive Student Input and Participation**

The BSW program seeks to provide equitable and inclusive opportunities for students in the implicit curriculum (i.e., student development, admissions, advising, governance, and resources). The BSW program developed a statement on ADEI that is shared in both the Student Handbook and Practicum Manual. The statement is crucial for the promotion of social justice and reinforces the program’s commitment to addressing and dismantling systemic inequalities and promotion of equity for all people. This policy provides a clear framework for ensuring social work students have the following:

#### **1. Equity**

Providing equal access to resources and opportunities, considering individual needs and circumstances. The BSW program faculty and staff provide the following:

- Ensure all students have a voice in program decisions and activities.

- Foster an environment where diverse perspectives are encouraged and respected.
- Address barriers to participation for marginalized and underrepresented students.

## 2. Inclusion

Creating a welcoming environment where all students feel valued and included. For example, the BSW program acknowledges the traditional custodians of the land, showing respect for Yakama Nation and their enduring connection to the land Heritage University is on. This is a step towards honoring the Indigenous history and contributions.

The land acknowledgement educates our social work students about the history and ongoing impacts of colonization. This awareness is crucial in social work, where understanding diverse backgrounds and histories is essential for effective practice. It promotes and fosters an inclusive environment by recognizing the presence and rights of Indigenous communities. This aligns with social work's commitment to social justice and equity. Including a land acknowledgement is more than a symbolic gesture; it's a meaningful practice that aligns with the values of social work education and practice.

- **Student Input Mechanisms:** Establish various channels for student input, such as focus groups, Exit Survey, Course Evaluations, and faculty visits to the Social Work Club at least once per semester.
- **Student Representation:** Ensure diverse student representation on committees and in decision-making processes.
- **ADEI Training:** Provide students, faculty, and staff training on anti-racism, diversity, equity, inclusion, and sense of belonging.
- **Accessibility:** Made sure all input and participation opportunities are accessible to students with disabilities.
- **Feedback and Reporting:** Create a system for tracking and reporting on the implementation and effectiveness of the policy.

In addition to the land acknowledgement, students initiate involvement in student organizations, exit survey, and cultural celebrations.

### Responsibilities

- **Students:** Actively participate and provide input in a respectful manner.
- **Faculty and Staff:** Facilitate inclusive participation and address any barriers to equitable input.
- **Administration:** Support the implementation and continuous improvement of the policy.

The BSW Program is committed to fostering an environment of equity and inclusion by ensuring that students have meaningful opportunities to contribute to the development and revision of

policies, procedures ,and processes that impact their academic journey. The BSW program ensures equitable and inclusive opportunities for students input by having a policy on student input and participation, the Social Work Student Association (SWSA), and implementation of the Exit Survey.

### **Implicit Curriculum Input Policy**

The BSW Program actively encourages student engagement in the development and revision of policies, procedures, and processes that directly affect their academic experience. This includes areas such as student affairs program evaluation, admissions, advisement, retention, and the incorporation of Anti-Racism, Diversity, Equity, and Inclusion (ADEI) principles within the implicit curriculum.

### **Social Work Student Association**

The Social Work Student Association (SWSA) is organized as an official club recognized by the Student Government Association. The SWSA performs service projects, arranges club activities, and organizes fundraisers to support club activities. In addition, the club provides input into the BSW Program's policies and practices that impact student experiences.

### **Exit Survey**

Implicit curriculum information is collected through the Exit Survey. The survey is administered during the final month of the BSW program. The Exit Survey serves as the primary tool for assessing students' experiences within the program, designed to evaluate key aspects of the academic environment.

The feedback gathered helps identify specific areas for improvement in ADEI, ensuring that all students benefit from an equitable, inclusive environment conducive to their professional development. A report summarizing the Exit Survey data is shared with BSW faculty.

Subsequently, the Social Work Department holds a faculty meeting, including students, where a facilitated discussion focuses on areas identified for improvement based on survey outcomes.

The Exit Survey collected data is used to identify trends and inform program enhancements as new data becomes available.

## **Equitable and Inclusive Student Input and Participation in the Explicit Curriculum Policy**

Student input and participation in curriculum design is an important aspect of our BSW program. In gathering student input, the program strives to be inclusive allowing all students to fully participate so that students feel respected and valued. Care is also taken to provide equitable access and opportunity for participation in providing input. This input is gathered formally and informally.

### **1. Informal Participation and Input**

Faculty welcome students to engage with them informally. This can happen in several settings. Faculty offer office hours and are open to students sharing their observations

from their unique viewpoints about potential imbalances or needs in the program. Faculty frequently engage in checks of student learning and understanding within class. Faculty care about students' well-being, learning, and needs. When encountering students in other settings, we often seek to learn about student needs and progress.

## 2. **Formal Participation and Input**

Faculty also deliberately seek student input on the explicit curriculum. We gather information each semester through course evaluations, a focus group each year, and graduating students participate in an exit survey. Descriptions of these are as follows:

- **Course Evaluation:** Students complete mid-course and end-of-course evaluations for every class they are enrolled in. This process gathers qualitative and quantitative input by exploring students' opinions about the course, including its design and content, teaching methods, approaches, assignments, readings, and experiences. The results are collated and distributed to the department chair and faculty for analysis, and the data are used to inform curriculum changes.
- **Exit Survey:** Students complete an online questionnaire that gathers implicit and explicit curriculum feedback. The questionnaire assesses students' experiences within the program and features targeted prompts designed to evaluate key aspects of the academic curriculum. Students relate their perceived preparedness regarding social work competencies, practicum experience, and other areas of explicit curriculum.

## Student Orientation

During new student orientation for Heritage University, the BSW program hosts a social work breakout session dedicated to social work students. In the session, students are provided with an overview of the program, including the mission, and structure, as well as details about general university requirements (GUCRs), the course plan, and the practicum process. Key expectations for students, such as academic standards, professional behavior, and engagement in practicum education are discussed. This orientation helps students start their social work journey with a clear understanding of what is ahead and how to prepare for success in the program.

## Harassment

Heritage University is committed to creating a safe learning and working environment. Harassment, defined as conduct which threatens, intimidates, alarms, or puts a person in fear of their safety. Harassment is unwanted, unwelcome, and uninvited behavior that demeans, threatens, or offends the victim and results in a hostile environment for the victim. Harassing behavior may include, but is not limited to, epithets, derogatory comments or slurs and lewd propositions, assault, blocking movement, offensive touching, and visual insults, such as derogatory posters or cartoons. Students experiencing harassment regarding a staff, faculty member, or third-party vendor of Heritage University are encouraged to contact the Office of Student Affairs as soon as possible to report the problem and seek assistance. Students are expected to communicate concerns in a direct and respectful manner. If it is not feasible to



approach the person directly, then the student with the concern should contact Student Affairs for assistance with resolving the matter.

## Sexual Harassment and/or Romantic Relationships

Sexual harassment is a form of sex discrimination where work or study relationships are inappropriately and gratuitously sexualized. It includes:

1. The use of sexual favors as a basis for actions affecting an individual's welfare as a student or employee.
2. Flagrant or repeated sexual advances, requests for sexual favors, and physical contacts of a sexual nature harmful to another's work or academic performance or to the work or learning environment.
3. Repeated demeaning verbal or expressive behavior which is harmful to another's work or academic performance or to the work or learning environment.
4. Unwelcome sexual conduct with such conduct becoming a term or condition of an individual's education or employment.

Heritage University's policy on Non-Academic Grievances can be found here:

[Academic Policies](#)

Heritage University's policy on sexual/romantic relationships acknowledges that a sexual/romantic relationship between a faculty member and a student heightens the vulnerability for the subordinate person and is sensitive to potential for conflicts of interest and sexual harassment.

The Social Work Program fully supports the Heritage University policies on sexual harassment. It is the position of the department that sexual harassment will not be tolerated in any form within any aspect of the social work program including both classroom and practicum activities. Sexual/romantic relationships between student and faculty members or student and field instructor will be considered a conflict of interest and a breach of the faculty/practicum instructor responsibilities to the student and University. Concerns, complaints, or questions with respect to sexual harassment and consensual relationships should be directed to the Program Chair or Vice-President/Provost.

## Non-Discrimination Policy

The Social Work program at Heritage University is committed to non-discrimination and equal employment opportunities. It is the BSW Program's policy not to discriminate on the basis of age, ancestry, disability, marital or parental status, national origin, participation in constitutionally protected activities, political affiliations or beliefs, race, religion, gender, sexual orientation, and/or Vietnam Era veteran status in program, benefits, services, or aid programs. Complainants who believe that they are victims of discriminatory harassment are encouraged to use the University's internal procedures to resolve complaints.

The complainant may seek resolution by:

- where possible and comfortable, informing the offending person of perception of their words and actions.
- consulting with the Office of Student Affairs,
- initiating formal procedures through the Human Resources Department.

**Reporting Procedures:** Any individual who feels that have been the victim of harassment is encouraged to promptly report his or her concerns to the Department Chair, Vice-President for Student Affairs, or the Human Resources Director without fear of retaliation. Any employee who knows of or receives reports of offending behavior must promptly notify the Human Resources Director. An investigation of a complaint will be conducted promptly, assuring maximum confidentiality consistent with the principles of due process and fundamental fairness.

## Student File Permission

Given the sensitive (quasi-legal) and confidential nature of the information contained in each student's file, it is essential that access be subject to certain specific restrictions and/or conditions as follows:

1. The student requesting to see their file must submit in writing any such request to the BSW Director and the Social Work Department Chair. If access to a specific piece of information (e.g., practicum evaluation, application for admission) is being sought, this should be identified in the letter along with a brief accompanying rationale. **Note:** The student should not request to see materials for which the student has already signed a waiver of their right to see e.g., reference letter.
2. Without exception, all students are granted access to their records subject to the following constraints:
  - a. A minimum of 24 hours will be needed to process any request prior to actual release to the student. This will provide ample time to redact any confidential information (e.g., references) to which student access is prohibited.
  - b. Under no circumstances will a file be released to a student in the absence or without supervision by a member of the staff or faculty. Such monitoring is necessary to ensure that all information is returned to the file without exception or alteration.
  - c. Any student-initiated additions to the record (e.g., reports, responses) should be channeled through the BSW Director or Practicum Director.
  - d. Any request for copies of information from the files will be carefully evaluated and referred to staff for disposition. The student will not be permitted to abscond with file material for any purpose, including copying.