SOCIAL WORK DEPARTMENT
MASTER OF SOCIAL WORK
STUDENT HANDBOOK

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MSW STUDENT HANDBOOK

Preface

This MSW Student Handbook is intended to serve as a refence for students to understand the mission, goals, objectives, policies, and procedures that govern the MSW Program within Heritage University's Social Work Department.
The manual is designed to:

1. Explain the MSW program mission, goals, objectives, and outcomes.
2. Define the MSW policies and procedures that relate to the student's social work experience.
3. Identify the roles and responsibilities of the program and students in the MSW experience.
4. Introduce the generalist practice and advanced generalist practice curriculum in the Traditional two-year and the Advance Standing pathways.

Corey Hodge, MSW
Chair, Social Work Department

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, Pisquouse, 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.

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

The MSW 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 includes 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 HU 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 Council of Social Work Education (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. Heritage University is in the CSWE accreditation process for the development of a Master of Social Work (MSW) Program with both generalist and advanced generalist tracks.

Mission Statement

The mission of the online Master of Social Work (MSW) program at Heritage University is to prepare students for both Generalist and Specialized Practice and equip them with practice skills to work with individuals, families, groups, schools, organizations, and communities. Emphasis is placed on anti-racism, diversity, equity, inclusion, and belonging utilizing scientific inquiry and promotion of socially responsible policy through culturally responsive, strengths-based social work practice. The program prepares practitioners who serve rural, diverse, and underrepresented communities to address structural and institutional inequities to facilitate and promote the wellbeing and quality of life for all people.

Why Generalist Practice and Advanced Generalist Practice?

The Master of Social Work Program's generalist practice and advanced generalist practice curriculum focuses upon the preparation of social work students for professional social work practice. Students acquire and develop the nine social work competencies that identify the knowledge, values, skills, cognitive and affective processes that are subsequently demonstrated practice with diverse populations of individuals, families, groups, organizations, and communities within a complex multicultural society.

Advanced generalist practitioners engage in both research and advocacy in their commitment to change structural inequities, challenging oppression, and informing and improving practice, policy, and service delivery. The advanced generalist is an area of specialized practice.

EPAS 2022 Competencies

Upon completion of the MSW degree, students will be able to achieve the following competencies that are based upon the standards of the Council on Social Work Education (CSWE) – 2022 Educational Policy and Accreditation Standards (EPAS).

https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English

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

MSW Program Goals

To prepare Generalist and Advanced Generalist Practice practitioners who:

1. To prepare students with Generalist and Advanced Generalist Practice knowledge, values, skills, cognitive and affective processes.
2. To prepare students with advanced skills in social policy, research, culturally tailored interventions, and organizational and community leadership to enhance social functioning and alleviate poverty, oppression, and injustice.
3. To prepare students to improve people's lives; alleviate biopsychosocial concerns; empower individuals, families, groups, organizations, and communities; and achieve social justice.

Student Organizations & Resources

At Heritage University, we are committed to providing our MSW 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. 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 MSW Program.

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 pick up. Requested books are mailed to remote students. Overall, the library serves an undergraduate FTE population of 920 and a graduate FTE population of 117 graduate students.
The library will support the Master of Social Work (MSW) 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).

Heritage University has sought and received funding to support undocumented students who do not qualify for federal aid. This can be extended to the graduate level, and the Office of Advancement has been made aware that this is a desired outcome for all graduate programs. The Office of Advancement is supportive of that desire.

MSW Degree Requirements

The Master of Social Work (MSW) program is designed for professionals who wish to expand their education and career as social workers. The program offers both a Traditional two-year and an Advanced Standing one-year track guided by the program mission. Advanced Standing is available to students who have graduated from a CSWE-accredited baccalaureate social work program who also meet admissions criteria.

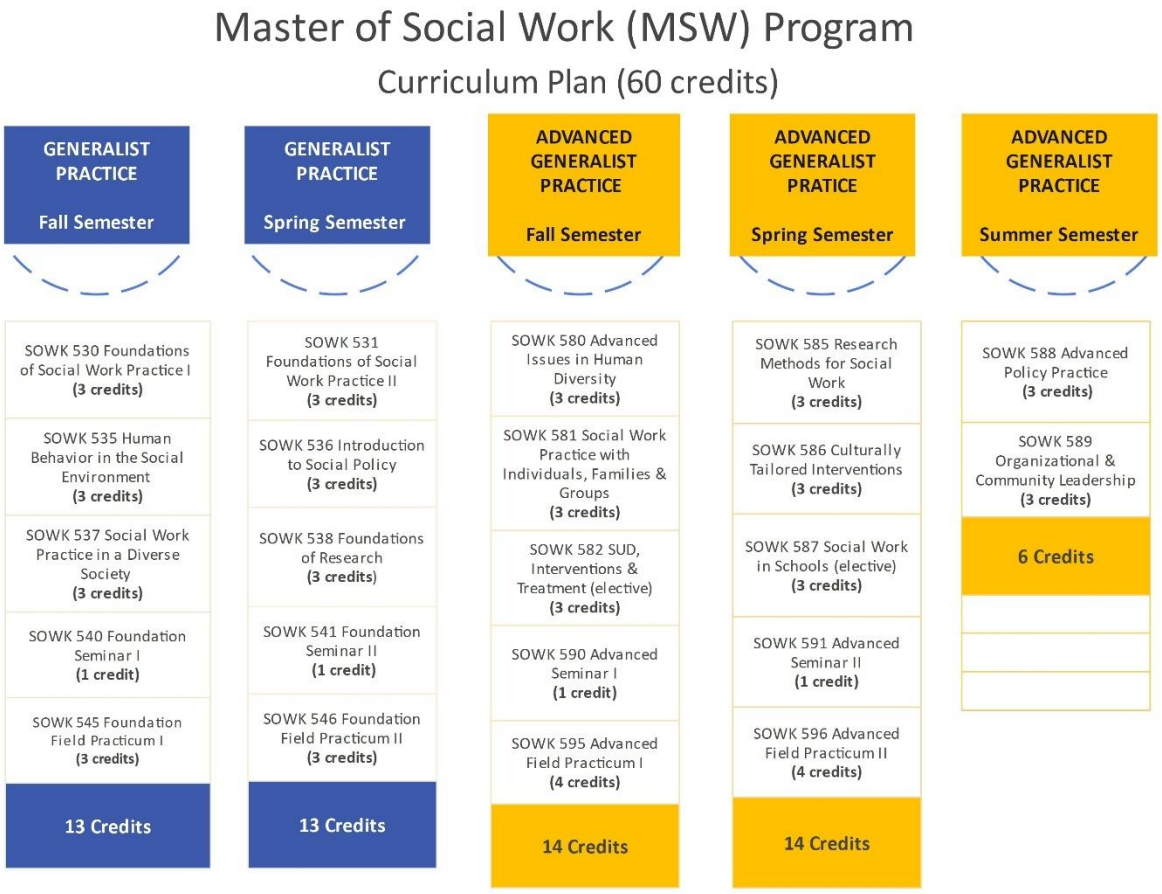

Figure 1 Master of Social Work Program Curriculum Plan

Courses are taught by faculty with a wide range of social work practice experience and are offered in an online format with in-person class meetings on Saturdays. Practicum placements, the signature pedagogy of social work education, are in community organizations with strong partnerships with the Social Work Department. The practicum courses are designed to connect classroom theory, concepts, and pedagogy with practice experience. A total of 900 hours is required for the Traditional two-year program and 500 hours is required for those with Advanced Standing. Students also have the option of taking elective classes that will prepare them for practice as School Social Workers under the Washington State ESA certification and/or

qualify to apply for Washington State certification as a substance use disorder professional trainee (SUDPT).

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 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 have a right to utilize their rights as citizens accorded any citizen of the United States.
- 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 MSW Program establishes policies and procedures in order that the university community and affiliated agencies may be informed of guiding principles for the MSW 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 Catalog.
2. Students are expected to accept responsibility for their own successes and challenges, and to be aware of all MSW 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, MSW 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 the faculty advisor to whom they have been assigned. The advisor provides vital input for practicum placement, approves course registrations, provides input into course scheduling according to the needs of student and degree requirements, initiates graduation application, and is an advocate for their 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 or under direction of the program. Students are expected to abide by university rules, MSW Program Policies and Procedures, agency procedures, and the *NASW Code of Ethics*. Students report to the MSW 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 MSW 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 MSW 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 MSW 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 MSW 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

Students are admitted first to Heritage University and then to the MSW Program. The University Admissions office collects transcripts and verifies that the applicant has earned a baccalaureate degree from an institution accredited by a regional or national accrediting body recognized by the Council for Higher Education Accreditation (CHEA). Applicants provide the following items to the Office of Admissions:

1. A graduate application for admission.
2. A nonrefundable application fee.
3. Official transcript from the college/university from which they earned a Baccalaureate degree.

Completion of this three-step university application process is the first part of admission to a graduate program. At the same time, prospective students also complete the application materials for the MSW Program collected for the MSW Admissions Committee. After receiving formal notification of admission to the graduate division of the university, an applicant's application materials are forwarded to the MSW Program Admissions Committee. The Admissions Committee will follow its process for evaluating applicants and notifying applicants of its decisions.

Criteria for admission

The Master of Social Work (MSW) admissions criteria at Heritage University are designed to identify applicants who are committed to the program's mission and have a clear understanding of their reasons for pursuing an MSW degree. The MSW Program designates an admissions committee of not less than four people (i.e., chair, director, practicum director, and faculty). The Admissions Committee take a holistic approach to evaluating applications and utilizes a rubric to evaluate various aspects of an applicant's profile when making selective decisions.

Required Criteria

The application requires the submission of transcripts, a personal statement, an essay response to a social issue prompt, and two letters of recommendation. Required criteria include:

1. Applicants must have earned a baccalaureate degree from a college or university accredited by a recognized regional accrediting association.
2. The admissions committee considers the applicant's undergraduate GPA over the last 60 semester credits (90 quarter credits), with a preferred minimum GPA of 3.0 on a 4.0 scale. Applicants have an opportunity to provide a description of any extenuating circumstances in their academic history that may be taken into consideration by the Admissions Committee.

Advanced Standing

1. Students who have earned a baccalaureate social work degree may apply for Advanced Standing. Advanced standing is awarded to students who have earned a baccalaureate social work (BSW) degree and who meet additional criteria for eligibility.
2. To be eligible for Advanced Standing students must have graduated from a U.S. baccalaureate program in social work or social welfare accredited by the CSWE or a Canadian bachelor's level social work program accredited by CASSW (CASWE). No exceptions will be made. Professional experience or related degrees do not qualify. Students who have a baccalaureate degree from a social work program outside of the U.S. may have their degree evaluated by the International Social Work Degree Recognition and Evaluation Service through CSWE and may apply for Advanced Standing if the degree is determined to be consistent with CSWE requirements. Advanced Standing applicants who graduated more than 10 years before applying should demonstrate continued professional growth through social work experience, professional training, leadership, and advancement in the social work field.
3. Advanced Standing applicants will have earned preferred minimum GPA of 3.0 on a 4.0 scale overall in undergraduate BSW courses. Applicants can provide a description of any extenuating circumstances in their academic history that may be taken into consideration by the Admissions Committee.
4. Applicants demonstrate achievement of selected social work competencies through a supplemental essay in the application process.

Holistic Criteria

To promote an equitable and inclusive admissions process that addresses historically underrepresented groups in the communities served in the region, additional holistic criteria for evaluating applications include:

1. **Commitment to the MSW Program Mission:** Applicants are expected to demonstrate their dedication to the mission of the MSW program at Heritage University. In applications essays, applicants should articulate their motivations and goals for pursuing an MSW degree.
2. **Cultural Responsiveness:** Applicants should exhibit, through work and volunteer activities as described in admissions essays and resume, a demonstrated ability to work in a culturally responsive manner with Latinx, Tribal, and agricultural communities. This reflects the program's commitment to promote cultural competency and understanding within the field of social work.
3. **Critical Thinking Skills and Writing Proficiency:** Strong critical thinking skills and effective writing abilities are essential for success in the MSW program. Applicants are evaluated based on their response to an essay prompt that assesses their critical thinking skills and writing proficiency.
4. **Social Service Experience or Commitment to Community Service: The** admissions committee values social service-related experience or a demonstrated commitment to community service. This criterion highlights the program's emphasis on practical

engagement and dedication to serving others and is evaluated through resume and admissions essay requirements.

5. **Bilingual Skills**: Proficiency in bilingual communication, particularly in English/Spanish or English/Sahaptin/Tribal language, is valued by the admissions committee. This skill is highly relevant for working with diverse populations, including Latinx communities and/or Northwest Tribes.
6. **Leadership Potential:** Applicants who exhibit leadership qualities or have demonstrated leadership potential in admissions essays and resumes are given consideration. The program values individuals who can positively impact their communities and the social work profession through leadership roles.
7. **School-based Practicum and Commitment to School Settings (Department of Education Grant):** For applicants interested in filling spots funded by the Department of Education demonstration grant, the ability to complete a practicum in a school setting and a commitment to serving in a school setting are required through 2027. School-based field practicum is not required of all applicants, only those potential students who wish to receive stipend and scholarship support through the DOE grant.
8. **Extenuating Circumstances in Academic History**: Applicants will have the opportunity through a supplemental statement to describe any extenuating circumstances in their academic history that explain a GPA lower than 3.0. The admissions committee will consider these circumstances and may grant exceptions to the requirement in cases that demonstrate resilience in academic achievement.

The admissions process at Heritage University does not utilize GRE scores.

International Students

The MSW 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. A statement of purpose/expectation submitted to the Admissions Office.
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. For graduate admissions, a non-refundable application fee of $50.00 USD.
5. Completed Heritage University Confirmation of Financial Resources Form.
6. 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 97.
        2. A minimal score of TOEFL PBT for graduate is 550.

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.

7. 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 graduate program must follow the same standard admissions process as students without graduate credit. 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 MSW Program designates an admissions committee of not less than four people. The committee responsible for selection and admissions may include faculty members from the Social Work Department, social work department alumni, faculty from other graduate programs at Heritage University, and social workers from the community. Two committee members prepare a thorough review using the admissions rubric of each application. The admissions rubric assesses both the required admissions criteria and the holistic criteria. The two committee members present the applicant's scores to the larger committee for an admissions decision. In certain cases, the committee may recommend interviews to gather more information about applicants, particularly when not all admissions criteria are immediately evident or during highly competitive admission years.

The MSW Program follows a streamlined process for notifying applicants of all admission decision types, utilizing electronic, written, and phone call communication methods. For each decision type, the following action is taken:

1. Accepted:
    a. Applicants who are accepted into the MSW program at Heritage University will be notified via electronic, written, and phone call.
    b. The notification email will include a copy of the formal acceptance letter congratulating the applicant on admission to the program.
    c. The email will provide valuable information about next steps, such as enrollment procedures, registration, and orientation.
2. Conditionally Accepted:
    a. In some cases, applicants may receive a conditional acceptance, indicating that they have met the basic admission requirements but need to fulfill specific conditions before final acceptance.
    b. Conditional acceptance notifications will be sent to applicants via email.

    c. The email notification will outline the conditions that need to be met, along with any deadlines or requirements to satisfy those conditions.
    d. Once the conditions are successfully fulfilled, the applicant's acceptance will be confirmed.
3. Waitlisted:
    a. Applicants who are placed on the waitlist will be notified of their status via email.
    b. The notification email will inform them that they have been waitlisted and provide an explanation of what being on the waitlist entails.
    c. Waitlisted applicants may also be informed of their rank on the waitlist, indicating their position in relation to other waitlisted candidates.
    d. Additionally, waitlisted applicants may be informed that they may be granted priority for admissions in the following year by providing additional points on the admissions rubric in the next admissions cycle.
    e. The email notification will include any instructions or guidance on what to do while on the waitlist, such as providing updates or expressing continued interest in the program.
4. Denied:
    a. Applicants who are not accepted into the MSW program will receive a denial notification via email.
    b. The denial notification email will respectfully inform the applicant that their application for admission has been unsuccessful.
    c. The denial notification email may provide general feedback or guidance on reapplication in the future.

Heritage University values clear and timely communication with student applicants, and therefore utilizes email, a formal letter, and a follow-up phone call to notify applicants of their admission decision. The institution is committed to respecting the privacy of applicants and providing any necessary information and support throughout the admissions process.

Advising

Academic Advising Policy

Academic advising is provided by the MSW faculty and follows several advising service formats. The policy for academic advising is included in the student handbook. The policy is as follows:

The MSW 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 MSW program follow a cohort advising model. Beginning the program together, with completion of prescribed sequence of courses, the students graduate as a group. MSW 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 MSW student is placed at the center of their learning process, as the student has primary responsibility for the educational effort.

Faculty Advisor Responsibilities

MSW 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 MSW 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:

MSW faculty are dedicated to supporting students in their journey toward becoming social workers and achieving their postgraduate 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 MSW 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 either the generalist practice behaviors or the MSW programs determined specialized 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 3.0 is maintained.
- Required course work and all other criteria are met regarding MSW Degree Candidacy, continuation in the MSW 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 Review Committee (e.g., MSW chair, director, practicum director, and faculty). 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 MSW Program Director or Practicum Director. The MSW Program Director reviews the entire process and renders the final decision.

All matters pertaining to the Social Work Department'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 MSW 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 3.0, the student is placed on Academic Probation within the program. The MSW student has two consecutive semesters to achieve the minimum grade point standard or face Academic Suspension from the program.

Course Credit Transfer

The Master of Social Work (MSW) Program acknowledges the value of prior academic coursework and aims to provide students with opportunities to transfer credits from other educational institutions and graduate 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 MSW 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 MSW Program.
2. Other Graduate Program Credit Eligibility Limitations:
    a. A maximum of two elective courses can be transferred from graduate programs not accredited by CSWE.
3. Transfer Credit Evaluation and Process:
    a. Students seeking transfer credits must submit an official transcript for each course they wish to transfer. The MSW 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 MSW Director, based on the review of the submitted materials and alignment with program requirements. The MSW Director may consult with additional MSW faculty during this process.
    c. Students must earn a minimum of twenty-six credits in the Heritage University MSW Program to be eligible for an MSW degree.
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 MSW 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 contains the SOWK prefix.

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 MSW 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.

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 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

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 every effort made to help them understand and accept this decision and transfer to another degree program if appropriate.

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 MSW 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 Master of Social Work 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 MSW 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 MSW 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 MSW 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 MSW 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 supervisor and practicum instructor 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., practicum instructor, practicum director, MSW Director, or Department Chair) after going through the process with that person progress 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 MSW program seeks to provide equitable and inclusive opportunities for students in the implicit curriculum (i.e., student development, admissions, advising, governance, and resources). The MSW 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 MSW 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 MSW 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 MSW 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 MSW 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 MSW 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 MSW 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 MSW program. The Exit Survey serves as the primary tool for assessing students' experiences within the program, featuring targeted prompts designed to evaluate key aspects of the academic environment.

The Exit Survey prompts students to rate the extent to which faculty and staff modeled respect for diversity, the degree to which the learning environment fostered an appreciation for diversity, and whether it promoted a personal sense of belonging. Below are some of Exit Survey implicit curriculum questions:

1. The MSW program was committed to diversity among its students.
2. The MSW program modeled diversity among its faculty and staff.
3. Faculty and staff of the MSW program modeled respect for difference.
4. The MSW program provided an environment where students learned about differences.
5. The MSW program provided a learning environment where students valued and respected diversity.
6. The MSW program's admissions policies and procedures were reasonable.
7. The MSW program's admissions process was engaging and informative.
8. The MSW program provided adequate opportunities for advisement.
9. The MSW program provided high quality academic advisement.
10. The MSW program's policies and procedures provided students with the support necessary to successfully complete the program.
11. The MSW program's policies and procedures clearly articulated expectations for students.
12. The MSW program provided students with opportunities to participate in the formulation and modification of academic program policies.
13. The MSW program provided students with opportunities to participate in the formulation and modification of policies related to student affairs.

14. The MSW program provided opportunities to participate in student organizations.
15. The technology used by the MSW social work program worked well.
16. The library resources provided by the university were appropriate for the MSW social work program.
17. The policies and procedures related to practicum education were clear

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 MSW faculty and students following the close of the summer semester. 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 MSW 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.
   - **End-of-Year Focus Group**: During the last in-person class session of the spring semester, a focus group is facilitated for students to provide input regarding implicit

and explicit curriculum. A facilitator asks questions about students' perceptions of course content and key assignments. This is offered during the Saturday session to promote all students' participation in the feedback.

- **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

The MSW Program requires a one-week orientation for all incoming students. This orientation is designed to prepare both the Generalist Practice (two-year traditional) and the Advanced Generalist Practice (advanced standing) students. The Generalist Practice is a less-intensive orienation which facilitates the integration of values, skills, and knowledge. The Advanced Generalist Practice is a more intensive orientation with a focus on refreshing the BSW degree knowledge acquired during the generalist baccalaureate program and its application to the Advanced Generalist Practice context. Additionally, the orientation serves to prepare students for an Advanced Generalist practicum placement.

Eligibility: Applicants with a BSW from a CSWE accredited program have the opportunity to demonstrate achievement of the content through the application process. Students who demonstrate achievement and meet other eligibility and selection criteria are accepted with Advanced Standing.

Orientation Content:

1. Building upon Generalist Practice Content: The orientation will provide Advanced Standing students with opportunities to build upon the values, skills, and knowledge gained during their generalist baccalaureate program. This will include reinforcing foundational concepts and principles and identifying their relevance to the Advanced Generalist practice.
2. Application to Advanced Generalist Context: The orientation will focus on facilitation of the application of Generalist Practice content to the Advanced Generalist context. Students will engage in case studies, group discussions, and practical exercises to explore how Generalist Practice principles can be effectively applied in advanced social work practice.
3. Practicum Preparation: The orientation will prepare students for the Advanced Generalist Practicum placement. This will reinforce the expectations, responsibilities, and ethical considerations associated with the practicum experience. Students will also follow procedures to secure a suitable practicum site that aligns with their learning goals and career aspirations.

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 as 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 of academic performance of 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 as individual's education of 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 MSW 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 MSW 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 MSW 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.