



BOISE STATE UNIVERSITY

COLLEGE OF HEALTH SCIENCES

School of Social Work

Student Handbook

Bachelor of Arts in Social Work

Table of Contents

Student Handbook Bachelor of Arts in Social Work.....	0
Table of Contents.....	1
Educational Requirements and Program Curriculum.....	3
Overview.....	3
BSW Mission.....	3
BSW Goals.....	3
Statement of Shared Values.....	3
Organization of the Curriculum.....	3
BSW Prerequisite Courses.....	4
Social Work Course Offerings (Excerpt from 2025-2026 Undergraduate Catalog).....	4
Full-Time On Campus.....	8
Part-Time On Campus.....	9
Full-Time Online.....	9
Part-Time Online.....	10
Student Background Check Policy.....	11
BSU School of Social Work Criminal Background Policies.....	11
Student Responsibilities.....	14
Student Professional Conduct and Professional Standards.....	14
Student Academic Responsibilities.....	16
Confidentiality and Privacy Considerations.....	18
New Student Orientation.....	18
Professional Writing Standards.....	19
Email Requirements.....	19
Students with Disabilities.....	20
Religious Observance Policy.....	20
Firearms policy.....	20
Advising and Advisors.....	20
Student Involvement.....	21
Dismissal from the BSW Program.....	22
Student Dismissal Policy and Procedures.....	22

Addressing Student Performance and/or Conduct: Remediation, Termination, and Student Development Committee..... 25

Caring for You & University Resources..... 29

 Academic Resources..... 30

 Health and Wellness 30

 Emergency and Security Services..... 30

 Other Campus Services..... 30

Educational Requirements and Program Curriculum

Overview

The Bachelor of Arts in Social Work (BSW) program is an undergraduate program accredited by the Council on Social Work Education that prepares students for beginning generalist, strength-based social work practice, graduate education, and social work licensure.

BSW Mission

The Boise State University Bachelor of Social Work program prepares graduates for ethical and evidence-informed generalist social work practice grounded in a person-in-environment framework and professional values. We aim to advance anti-oppressive practice and social, economic, racial, and environmental justice while responding to the unique needs of rural and underserved populations. Through both on campus and online program options, we equip graduates to promote human rights and well-being across diverse practice contexts and meet local, regional, and national community needs.

BSW Goals

1. Promote academic excellence that integrates social work theory and generalist practice with community-based experiential learning;
2. Foster knowledge of global human conditions;
3. Address local, state, and regional social work education and workforce needs;
4. Foster inclusiveness and cultural humility in working with diverse and/or marginalized populations;
5. Prepare graduates for ethical professional practice.
6. Recognize strengths in working with individuals, families, groups, organizations, and communities.
7. Inform practice through critical thinking, scientific inquiry, and research evidence.

Statement of Shared Values

In addition to the policies governing academic integrity, Boise State University has adopted a Statement of Shared Values. In a culture of intellectual inquiry and debate, where the search for knowledge and discovery flourish, campus community members are expected to demonstrate civility, abide by norms of decorum, and adhere to the principles of civil discourse. Civility is expressed in the Statement of Shared Values, which includes Academic Excellence, Caring, Citizenship, Fairness, Respect, Responsibility, and Trustworthiness. We encourage you to read these statements carefully, and consider them when interacting with faculty, fellow students, and members of the community.

Organization of the Curriculum

Students must complete prerequisite and University Foundations courses before application to upper division status (candidacy) for the BSW program. Students who begin in the fall semester will complete the required social work courses over four consecutive semesters, and those who begin in the spring will complete the program over three consecutive semesters. Coursework in the BSW program includes human behavior in the social environment, social welfare policy, social work practice, research, and field practicum.

BSW Prerequisite Courses

University Foundations Prerequisite Courses

These courses must be completed -or be in the process of completing- prior to entry into the social work program. Students may apply if they are currently enrolled in one or more of these courses, but admissions to the program will be dependent on successful completion of the courses. Successful completion is defined as a C- or better in all of the courses, with the exception of SOCWRK 101 and 201, which requires a B or better. ***If you do not meet the minimum grade requirements for one or more of the courses, or the additional prerequisite courses listed below, you will need to retake the course(s).*** Please see the Program Coordinator or your academic advisor for additional details. Please see the course catalog and the [University Foundations webpage](#) for additional details on course options within each Foundation area.

Foundations Designation	Specific Course(s) Required
Foundations of Written Communication	ENGL102: Writing and Rhetoric II
Foundations of Oral Communication	COMM101: Fundamentals of Oral Communication <i>recommended</i>
Foundations of Mathematics	MATH153: Statistical Reasoning <i>recommended</i>
Foundations of Social Sciences	SOCWRK101 PSYC101

Additional Prerequisite Courses

These courses must be completed regardless of completion of an AA/AS degree or core certification from an Idaho community college. Students must receive a C- or better in these courses with the exception of SOCWRK 201, which requires a B or better for entry to the program.

- POLS 101: American National Government
- SOC 101: Introduction to Sociology
- SOCWRK 201: Foundations of Social Work

Social Work Course Offerings (Excerpt from 2025-2026 Undergraduate Catalog)

Lower Division Coursework (Required for Acceptance into the BSW Program)

- **Social Work SOCWRK101 Introduction to Social Welfare (3-0-3)(F/S)(FS).** Survey and critical analysis of contemporary social welfare policies and programs, their historical development, underlying philosophy, and the need for social services in modern society with particular attention to issues of oppression and discrimination.
- **SOCWRK201 Foundations of Social Work (2-3-3)(F/S/SU).** Introduction to generalist social work practice including a history of the profession, an overview of the generalist intervention model with a focus on strengths, perspectives, dimensions of poverty, cultural humility, values and ethics, the planned change process and interview practice skills. PREREQ: SOCWRK101.

Lower Division Coursework (Elective)

SOCWRK293 Social Work Internship (F/S). Provides practical, on-the-job social work experience in a social services agency. Forty-five hours worked equals one credit hour; no retroactive credits earned. Maximum of six internship credits per semester; maximum of twelve internship credits applied to degree. Internships are excluded from fulfilling six credits of upper-division social work electives; they can fulfill general electives only. With approval of internship coordinator.

Upper Division Coursework (Required for Completion of the BSW Program)

- **SOCWRK301 Social Welfare Policy (3-0-3)(F/S).** Critically examines contemporary welfare policies that affect wellbeing, human rights and justice, service delivery, and access to social services in the context of the United States and international political economics. Emphasis is placed on examination of policies for effectiveness, equity, and access to basic social and economic security, particularly for vulnerable populations. Policy practice skills include using data to identify and evaluate policy issues, including value dimensions, and advocacy with policymakers and the general public. PREREQ: Admission to BSW candidacy.
- **SOCWRK320 Human Behavior and the Social Environment I (3-0-3) (F,S).** Provides knowledge of empirically based theories that focus on the interactions between and among individuals, families, groups, communities, institutions, and societies. Social systems in which people live are examined, as well as their influence in maintaining or achieving health and well-being. Explores the role of cultural identity in human development, utilizing theory to better understand experiences of disadvantage and inequity across the life course. PREREQ: Admission to BSW candidacy.
- **SOCWRK333 Generalist Social Work Practice I: Individuals (3-0-3)(S).** Focuses on generalist social work practice with individuals, integrating human behavior theories with generalist intervention models. Emphasis is placed on strengths-based approaches, ethical and professional behavior, cultural humility, and equity focused practices. Develops skills in micro-level engagement, assessment, goal setting, planning, implementation of evidence-informed interventions, and evaluation of practice outcomes. Highlights the importance of self-awareness and the role of research in advancing justice and improving practice. PREREQ: Admission to BSW Candidacy and SOCWRK201. COREQ: SOCWRK301.
- **SOCWRK355 Diversity and Social Justice in Social Work Practice (3-0-3) (F,S,SU).** Introduction of concepts related to power, privilege, and oppression in society and the role these play in the lives of clients, communities, and society as a whole. Examines the role of implicit and explicit bias in society, and ways to use self-awareness to monitor and address personal biases. Explores the concept of a human rights approach in social work practice. May be repeated once for credit. PREREQ: Admission to BSW candidacy.
- **SOCWRK380 Social Work Research Methods and Statistics (3-0-3)(F/S).** Introduction to qualitative and quantitative research methodology and statistics for an understanding of scientific, analytic, ethical, and culturally sensitive approaches to building knowledge for generalist social work practice. Use and translate research evidence to inform and improve practice, policy, and service delivery. PREREQ: Upper-division standing and FM math course and Admission to BSW program or PERM/INST.
- **SOCWRK420 Human Behavior and the Social Environment II (3-0-3)(F/ S).** Second in the HBSE sequence, utilizes a variety of theoretical perspectives to examine the impact of social systems and institutions on human behavior. Draws on traditional and alternative/conflict theoretical perspectives and the role of systemic oppression and discrimination to examine how experiences differ across factors

such as race/ethnicity, gender, sexual orientation, ability, social and economic status, and religiosity/spirituality. Strategies designed to eliminate oppressive structural barriers and ensure human rights are protected will be examined. PREREQ: SOCWRK320.

- **SOCWRK443 Social Work Generalist Practice II: Families (3-0-3)(F)** (Alternate years). Generalist social work practice with children and families, including theory, engagement, assessment, evidence-based interventions, and evaluation of practice. Emphasis on family centered practice, strengths and resilience perspectives, and sensitivity to the needs of diverse families, with a focus on cultural humility and critical reflexivity. Focus on the family life cycle, child rearing, and service provision to vulnerable families. Knowledge obtained will provide a foundation for understanding complex family issues and skills needed to create concrete changes in family functioning. PREREQ: Admission to BSW candidacy, SOCWRK333. COREQ: SOCWRK444.
- **SOCWRK444 Generalist Social Work Practice III: Groups (3-0-3)(F)**. Builds on foundational social work practice skills by introducing competencies essential for mezzo-level practice with groups. Emphasizes understanding group dynamics and processes while developing effective facilitation skills. The planned change process serves as a guiding framework for engagement, assessment, intervention, and evaluation in group settings. Focuses on equity-centered and inclusive approaches that support the well-being of historically marginalized and underserved populations. PREREQ: SOCWRK333.
- **SOCWRK455 Generalist Social Work Practice IV: Organizations and Communities (3-0-3)(S)**. From a generalist perspective introduces theories and practice in organizational and community settings. Based on social work values and ethics, learn strategies and skills for assessment and intervention in macro settings. Conceptual models of macro change are examined including social planning, community organizing, social action, and community/ organizational development and change. PREREQ: SOCWRK333.
- **SOCWRK480 Social Work Field Practicum I (0-16-5)(F)**. Opportunity for application of classroom learning to social work practice. Includes competent practice within a generalist framework across micro, mezzo and macro areas of practice informed by knowledge, values, skills and cognitive and affective processes. (Pass/Fail.) PREREQ: Admission to Social Work BA, GPA: 3.0. COREQ: SOCWRK498.
- **SOCWRK481 Social Work Field Practicum II (0-16-5)(S)**. Continuation of SOCWRK480. (Pass/Fail.) Recommended admission to BSW candidacy, major GPA of 3.0, completion of SOCWRK498. PREREQ: SOCWRK480. COREQ: SOCWRK499.
- **SOCWRK495 Social Work Capstone (2-0-2)(S)(FF)**. Provides graduating social work (BSW) students with a culminating experience that focuses on the development of an integrated portfolio. The portfolio demonstrates comprehension and self-assessment of the knowledge, skills, and values gained through the nine social work education competencies, as well as future professional development needs and opportunities. PREREQ: SOCWRK480, SOCWRK498. COREQ: SOCWRK481, SOCWRK499.
- **SOCWRK498 Practicum Seminar I (1-0-1)(F)**. A forum to integrate, synthesize, and apply previous and current classroom content within the practical world of the practice setting. Utilizing a generalist practice perspective, Seminar I provides a supportive group setting to develop professional identity, self-awareness, self-care, empathy, critical thinking, and to examine biases and apply to professional practice. Explores the use of social work values and ethics, examines best practices, considers diverse experiences, and processes and evaluates personal and professional behaviors within the social work profession. COREQ: SOCWRK480.

- **SOCWRK499 Practicum Seminar II (1-0-1)(S)**. Continuation of SOCWRK498. COREQ: SOCWRK481.

Upper Division Coursework (Electives)

Please note – not all elective courses are offered each year. Please check with your academic advisor or the program coordinator for an updated schedule of what is offered each year. All BSW students are required to take one upper division social work elective from this list. No additional outside courses can be substituted for this requirement. Special Topics courses will be offered intermittently.

- **ADST466 Assessment and Case Management of Alcohol and Drug Problems (3-0-3) (S)**. Emphasis on case management techniques. Continued legal, social, ethical, and health implications. PREREQ: Upper division standing and PERM BSW Program Coordinator.
- **SOCWRK405 Case Management (3-0-3)(S)**. Develops skill and knowledge in generalist social work practice case management services. COREQ: SOCWRK481 or PERM BSW Program Coordinator.
- **SOCWRK407 (REFUGEE407) Principles of Refugee Resettlement (3-0-3) (F/S)**. Explores the resettlement process in the United States. Provides knowledge and skills needed to assist in the resettlement experience of refugees. Examination of personal values and beliefs and their impacts on practice are integral. Cross-listed with REFUGEE407, may be taken once for credit. PREREQ: Admission to BSW candidacy or PERM/INST.
- **SOCWRK414 Core Concepts in Trauma Informed Child Welfare Practice (3-0-3)(S)**. Introduces students to the core concepts (general theory and foundational knowledge), informing evidence-based assessment and treatment for traumatized children and adolescents who are in the child welfare system. Highlights the role of development, culture, and empirical evidence in trauma-specific assessment, referral and treatments, the level of functioning of primary care giving environments and the capacity of the community and child welfare system to facilitate restorative processes. COREQ: SOCWRK481 or PERM/ BSW Program Coordinator.
- **SOCWRK425 Introduction to Child Welfare (3-0-3)(S)**. Examines the child welfare system within the context of its historical development, current policy and professional competencies required for social work practice. Focus will be on child welfare services, roles of social work professionals, and their work with children, youth and families. COREQ: SOCWRK481 or PERM/INST.
- **SOCWRK433 Aging: Social Policy and Programs (3-0-3)(F/S)(Alternate years)**. Includes policy issues and services that are or should be available to all aged, and special services that must be available for the frail, impaired, and isolated aged. Available programs are explored, including local organizations and related social services. Emphasis on strengths-based social work practice. COREQ: SOCWRK480 or SOCWRK481 or PERM/BSW Program Coordinator.
- **SOCWRK448 (ADST448) Motivational Interviewing (3-0-3)(F)**. Introduces students to the concepts and practice of Motivational Interviewing (MI) in health care settings, including behavioral health and primary care settings. Apply the core concepts of MI and practice of a Brief Negotiated Interview (BNI) for health behaviors. Cross-listed with ADST448, may be taken for credit once. PREREQ: Admitted to Social Work BA, SOCWRK333.
- **SOCWRK460 Actively Aging: A Multidisciplinary Perspective on Aging Determinants (3-0-3)(S,SU)**. Increased depth of knowledge about what factors impact the aging process, including socioeconomic status, social support systems, and the environment, are covered. Engagement in practice with older adults from an inclusive perspective that considers sociocultural perspectives on age and

aging as well as the impact of generational effects. Evidence-based theories, assessments, and interventions for practice are also addressed. May be repeated once for credit. PREREQ: PERM/INST.

- **SOCWRK461 Human Sexuality for Helping Professionals (3-0-3)(S).** Human sexuality is explored from a strengths-based, bio-psycho-social-cultural-spiritual perspective utilizing individual values, individual sense of morality, the Circles of Sexuality Model, and the NASW Code of Ethics and commensurate professional codes to ensure future Social Workers and other helping professionals can spread the benefits of accurate and positive sexual health education to the individuals, groups, and communities they serve. PREREQ: Junior standing or higher.
- **SOCWRK471 Fundamentals of Healthy Aging (3-0-3)(F).** Overview of gerontology presented by examining major issues related to aging. Content includes theories of aging; the impact of an aging population; and future implications at local, national, and international levels. PREREQ: SOCWRK480 or PERM/INST.
- **SOCWRK493 Social Work Internship (1-6 credits)(F,S,SU).** Provides practical, on-the-job social work experience in a social services agency. Forty-five hours worked equals one credit hour; no retroactive credits earned. Maximum of six internship credits per semester; maximum of twelve internship credits applied to degree. Internships are excluded from fulfilling six credits of upper-division social work electives; they can fulfill general electives only. With approval of internship coordinator.

Full-Time On Campus

Bachelor of Social Work Plan A

Year	Semester	Credits	Courses
1	Fall	12	SOCWRK 301, 320, 355, 380
1	Spring	12	SOCWRK 333, 420, Elective, Elective
2	Fall	12	SOCWRK 443, 444, 480, 498
2	Spring	14	SOCWRK 455, 481, 495, 499, Upper Div. Elective

Bachelor of Social Work Plan B

Year	Semester	Credits	Courses
1	Spring	15	SOCWRK 301, 320, 333, 355, 380
2	Fall	15	SOCWRK 420, 443, 444, 480, 498
2	Spring	14	SOCWRK 455, 481, 495, 499, Upper Div. Elective

Part-Time On Campus

Bachelor of Social Work Five Semester Plan

Year	Semester	Credits	Courses
1	Spring	9	SOCWRK 333, 355, 380
1	Fall	9	SOCWRK 301, 320, 444
2	Spring	9	SOCWRK 420, 455, Upper Division Elective
2	Fall	9	SOCWRK 443, 480, 498
3	Spring	8	SOCWRK 481, 495, 499

Bachelor of Social Work Six Semester Plan

Year	Semester	Credits	Courses
1	Fall	9	SOCWRK 301, 320, 380
1	Spring	9	SOCWRK 333, 355, 420
2	Fall	6	SOCWRK 443, 444
2	Spring	6	SOCWRK 455, Upper Division SOCWRK Elective
3	Fall	6	SOCWRK 480, 498
3	Spring	8	SOCWRK 481, 495, 499

Full-Time Online

Online Bachelor of Social Work Curriculum Full-Time Program

*Course or activity spans both 7 week sessions

Semester	Session	Credits	Courses
1	First 7 Weeks	6	301 Social Welfare Policy (3 cr) 380 Social Work Statistics and Research Methods (3 cr)
1	Second 7 Weeks	6	320 Human Behavior and the Social Environment I (3 cr) 333 Generalist Social Work Practice I: Individuals (3 cr)
2	First 7 Weeks	6	355 Diversity and Social Justice in Social Work Practice (3 cr) 420 Human Behavior and the Social Environment II (3 cr) *Field Advising
2	Second 7 Weeks	6	443 Social Work Generalist Practice II: Families (3 cr) 444 Generalist Social Work Practice III: Groups (3 cr) *Field Advising

Semester	Session	Credits	Courses
3	First 7 Weeks	9	455 General Social Work Practice IV (3 cr) *480 Social Work Field Practicum I (5 cr) *498 Practicum Seminar I (1 cr)
3	Second 7 Weeks	3	Upper Division Social Work Elective (3 cr)
4	First & Second 7 Weeks	8	*495 Social Work Capstone (2 cr) *481 Social Work Field Practicum II (5 cr) *499 Practicum Seminar II (1 cr)

Part-Time Online

Online Bachelor of Social Work Curriculum Part-Time Program

*Course or activity spans both 7 week sessions

Semester	Session	Credits	Courses
1	First 7 Weeks	3	SOCWRK 301: Social Welfare Policy (3 cr)
1	Second 7 Weeks	3	SOCWRK 380: Social Work Stats & Research (3 cr)
2	First 7 Weeks	3	SOCWRK 320: Human Behavior & Social Env. I (3 cr)
2	Second 7 Weeks	3	SOCWRK 333: Practice I: Individuals (3 cr)
3	First 7 Weeks	3	SOCWRK 355: Diversity & Social Justice (3 cr)
3	Second 7 Weeks	3	SOCWRK 420: Human Behavior & Social Env. II (3 cr)
4	First 7 Weeks	3	SOCWRK 443: Generalist Practice II: Families (3 cr)
4	Second 7 Weeks	3	SOCWRK 444: Generalist Practice III: Groups (3 cr)
5	First 7 Weeks	3	SOCWRK 455: Practice IV: Org. & Comm. (3 cr) *Field Advising
5	Second 7 Weeks	3	Upper Division Social Work Elective (3 cr) *Field Advising
6	First and Second 7 Weeks	6	*SOCWRK 480: Social Work Field Practicum I (5 cr) *SOCWRK 498: Practicum Seminar I (1 cr)
7	First and Second 7 Weeks	8	*SOCWRK 495: Social Work Capstone (2 cr) *SOCWRK 481: Social Work Field Practicum II (5 cr) *SOCWRK 499: Practicum Seminar II (1 cr)

BSW Program Transfer of Credits

Transfer students wishing to apply to the BSW program must complete all prerequisite courses identified in the section on prerequisite courses. Transfer students can view articulation agreements BSU has with both [In-State](#) and [Out-of-State](#) colleges to determine how their coursework and credits will transfer. Students transferring from another university should meet with the Program Coordinator and/or their academic advisor for additional assistance in planning their applications. The Registrar's Office will evaluate all transfer transcripts upon

acceptance to BSU for equivalent course work at BSU. Students who earn an associate's degree (AA or AS) from another accredited university will be considered "Core Certified" by the BSU. Your transfer credit report will include "General University Core Met" if you meet these requirements. Please see [Transfer Credit Basics](#) for additional information. This releases students from any university foundations course work with the exception of the following courses:

- POLS 101
- PSYC 101
- SOC 101
- SOCWRK 101
- SOCWRK 201

Students who have previously received a bachelor's degree, either at BSU or another accredited institution may apply some of their prior course work to a second bachelor's degree. However, they must complete at least 30 additional upper division credits at BSU. Please see the "[Second Bachelor's Degree](#)" page for additional details.

Per CSWE accreditation standards, **the BSW program does not grant SOCWRK course credit for life experience or prior work experience.**

Student Background Check Policy

While a criminal history does not necessarily preclude admission to the BSW degree program, past legal issues may limit or prevent placement into practicum. Practicum is required for completion of the BSW degree program. In addition, some backgrounds may render a graduate ineligible to receive a social work license and/or unable to obtain employment in the field. **As such, students with prior involvement in the criminal justice system should reach out to the BSW Program Coordinator early in their academic career to plan accordingly.**

Student Criminal Background & Licensure: All students and/or prospective students should address questions about licensing eligibility and requirements to their state's licensing boards. Contacts for the licensing board as well as the licensing laws and regulations for every state can be accessed through the [Association of Social Work Boards](#).

Students who are planning on working in Idaho should address questions about licensing eligibility to the Idaho Board of Social Work Examiners. Please review the [Rules of the State Board of Social Work Examiners](#) for additional eligibility criteria. In addition, the [Idaho Department of Health & Welfare Administrative Rule 16.05.06](#) on Criminal History and Background Checks contains a list of disqualifying crimes and relevant records that render an applicant unable to provide services, have access, or be licensed or certified by the Department.

In addition, students can submit an inquiry to the State of Idaho Division of Occupational and Professional Licenses board detailing any prior criminal background or charges. The Board will provide a *non-binding* assessment of the potential impact of criminal background on future licensure. You can find the form and additional details online at [Disclosure Statement for Inquiry of Impact of Criminal Conviction \(PDF\)](#).

BSU School of Social Work Criminal Background Policies

The following section details some of the issues relevant to admission, matriculation, and completion of the BSW program and criminal background. You are *strongly* encouraged to reach out to the BSW Program Coordinator prior to application to the BSW program regarding any prior criminal background.

Policy Statement

Admission

1. Applicants for admission into the BSW or MSW program must disclose any conviction, pending charges or indictments for crimes. The individual must also disclose any notice by a state or local agency of substantiated child or vulnerable adult abuse, neglect, exploitation, or abandonment. The disclosure must include a description of the crime or substantiated maltreatment and any relevant circumstances. Any applicant with a criminal history is strongly encouraged to describe how they have addressed any underlying issues or needs so they can be optimally prepared for their social work education and future practice. All information that is disclosed by the applicant will be part of the application and available for review by committee members.
2. All applicants being considered for admission into the BSW or MSW programs must complete a background check before a final recommendation of admission can be made.
3. Background checks used for admission, under this policy, must have been conducted no more than twelve (12) months prior to the deadline for admissions materials.
4. Applicants are required to report within two business days all arrests for any misdemeanors or felonies to the Program Coordinator regardless of type. Failure to provide notification of arrest is grounds for removal from the application process.
5. All information obtained from the third-party background check entity will be kept confidential within the School of Social Work. Reports from the background check entity will not be stored with student records. Access to those reports will be limited to the leadership and administration within the School of Social Work. In situations where the admissions committee needs additional information in order to make an admissions recommendation, background check information will be shared with the admissions committee. In situations where background check information may impact a field practicum, background check information will be shared with the Director or Assistant Director of Field Education and/or designee.
6. In addition to COHS Policy 313, the School of Social Work takes into account:
 - a. Severity or nature of the criminal behaviors.
 - b. Number and pattern of criminal behaviors.
 - c. Circumstances surrounding the criminal behaviors.
 - d. Relationship of criminal behaviors to the care of children or vulnerable adults.
 - e. Activities since the criminal behaviors that may be evidence of rehabilitation.
 - f. Individual's age and development at the time of the criminal behavior.
 - g. Time elapsed since the criminal behaviors.
7. The School of Social Work, operating at the discretion of the faculty, may deny an application for admission if the applicant's criminal history demonstrates behavior deemed to be unprofessional or that has the potential to put clients, other students, faculty, agencies, or the profession at risk.

Procedure

Students must have a background check performed prior to admission.

Steps:

1. Applicants will be directed to a third-party vendor to complete their background check.
2. The applicant will be required to share personal information such as full name, date of birth, social security number, current address, phone number, and email address. Additional information may be requested.
3. The applicant will pay the required fee. A limited amount of funds from the School of Social Work are available to students experiencing financial hardship and who are unable to pay the background check processing fee. Applicants should contact the Divisional Dean of Social Work to request financial assistance to complete a background check.
4. Results will be made available to the applicant and leadership and administration in the School of Social Work. In situations where the admissions committee needs additional information in order to make an admissions recommendation, background check information will be shared with the admissions committee. In situations where background check information may impact a field practicum, background check information will be shared with the Director or Assistant Director of Field Education and/or designee.

After Admission

1. Failure to fully disclose convictions, pending charges or indictments for crimes, substantiated child or vulnerable adult abuse, neglect, exploitation, or abandonment is grounds for removal from the degree program.
2. Students are required to report within two business days all arrests for any misdemeanors or felonies to the Divisional Dean, regardless of type. Failure to provide notification of arrest is grounds for removal from the degree program.
3. The School may check the arrest records of students without prior notification.
4. Field agencies may require additional background checks. The student may have to pay the fees associated with these additional background checks. The criteria used by the field agency may be more stringent than those used by the School of Social Work and this may prohibit some students from completing a field practicum.
 - a. Additional information discovered during an additional background check will be considered in determining if the student may continue in his/her degree program.
 - b. A field agency where a student has expressed interest in a practicum placement may request the student to provide a copy of the background check used for the admissions process. The student is required to share this information with the field agency.
 - c. In situations where background check information may impact a field practicum, background check information may be required to be shared with a faculty field liaison.
5. The School of Social Work will use the following guidelines in evaluating a student's criminal history:
 - a. Severity or nature of the criminal behaviors.
 - i. Minor traffic violations such as moving violations or traffic infractions that do not involve alcohol or controlled substances are irrelevant in considering an applicant's criminal behaviors.
 - b. Number and pattern of criminal behaviors.
 - c. Circumstances surrounding the criminal behaviors that would help determine risk.

- d. Relationship of the criminal behaviors to the care of children or vulnerable adults.
 - e. Activities since the criminal behaviors that may be evidence of rehabilitation
 - f. Individual's age at the time of the criminal behavior
 - g. Time elapsed since the criminal behaviors.
 - i. A criminal history that includes a felony should be at least seven years old, depending on the severity of the felony. Certain felony convictions, such as those involving violent crime, sexual assault, sexual abuse, or other crimes against a person may permanently preclude admission.
 - ii. A criminal background that includes a misdemeanor, including those related to substance misuse, should be at least 3 years old.
 - h. Probation or parole status.
6. The COHS Student Background Check Policy can be found online at [COHS Student Background Policy Check](#).

Student Responsibilities

Student Professional Conduct and Professional Standards

Social Work education is preparation for professional practice and as such there are expectations that go beyond academic standards within a classroom. There are physical, cognitive, emotional, and character requirements for effective social work practice, in addition to compliance with social work state licensing laws and ethics.

Students who violate or fail to demonstrate adherence to these essential skills, values, and standards as they progress through the social work program and their field practicum may be subject to dismissal from the social work program and may be unable to secure a social work license and/or job upon graduation.

Students are evaluated on these professional standards in all areas of the BSW and MSW program including admissions, academic classes, and field practicum. Students are expected to possess these attributes and skills at a level appropriate to their year in the program.

Professionalism

Students are expected to follow agency rules and policies. They are expected to be punctual and dependable. They are expected to demonstrate professional behavior in their interactions with clients, agency staff, and Boise State University faculty and staff. Students should provide services to clients that are based on relevant social work knowledge and research. Students must demonstrate an ability to prioritize responsibilities and complete assignments.

Interpersonal

Social work students demonstrate the interpersonal skills needed to relate effectively to other students, faculty, staff, clients, and other professionals. These include showing respect for and consideration of others, listening skills, and the ability to communicate effectively both verbally and non-verbally. Students take appropriate responsibility for their actions and consider the impact on others. They work effectively with others, regardless of level of authority. Students advocate in an appropriate, respectful, and responsible manner taking into consideration the complexity of each situation. They use proper channels for complaints, conflict resolution,

and grievances. Students demonstrate a willingness to receive feedback from faculty and field instructors, administrators, staff, and colleagues in a positive and respectful manner.

Communication Skills

Communication Skills: Social work students exercise professional judgment in all communications with students, faculty, staff, clients, and other professionals. Professional competence encompasses using email in an appropriate manner and responding to email communications from other students, faculty, staff, administrators, and field instructors in a timely and appropriate manner. Students must have the ability to communicate effectively orally and writing and demonstrate a grasp of professional language and concepts. This includes producing clear and legible casework and clinical notes in appropriate format for setting and situation, organizing thoughts and ideas into appropriately written referenced essays and research papers. Students should not audio or video tape any conversations with other students, faculty, field instructors or clients without first asking for prior permission to record any personal or professional conversations.

Values

Students must demonstrate a commitment to the core values of social work including service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence.

Diversity

Social work students must value diversity. Students must serve in an appropriate manner all persons seeking assistance in their agency regardless of race, color, religion, age, national origin, sex, sexual orientation, gender identity, disability, income, protected veteran status, genetic information, limited English proficiency, or any other status protected by applicable federal, state, or local law.

Students must not impose their own personal, religious, and/or cultural values on others and must know how their own background and value base affect their interactions with clients. Students must be willing to reflect on and change their behavior when it interferes with their ability to work with a client.

Self-Awareness

Social work students know how their own values, beliefs, attitudes, and past experiences affect their thinking, behaviors, relationships, and overall practice. Students examine their internal processes, their strengths, limitations, and suitability for professional practice. Social work students demonstrate an awareness of how others perceive them and are willing to change behaviors that are non-conducive to working relationships with clients or other professionals.

Empathy

Social workers endeavor to gain insight and understanding into the values, lived experiences, and beliefs that clients have. Social work students communicate empathy and support clients as a basis for building a productive and professional relationship with the client.

Self-Care

Social work students recognize the signs of stress and emotional problems, develop appropriate means of self-care, and seek supportive services when necessary to minimize any adverse impact on scholastic and professional performance. Students must be willing to seek the advice of their faculty advisor and follow

recommendations made by their advisor and/or faculty decisions regarding the appropriate maintenance of their academic, physical, or psychological health, which may include assessment and/or therapeutic services.

Ethical Behavior

Students must abide by the ethical standards of the profession developed by the [National Association of Social Workers \(NASW\) Code of Ethics](#). In the event of any questions or potential ethical dilemmas, students are encouraged to reach out to faculty, supervisors, advisors, or other trusted social workers who can help them work through the dilemma or question.

Privacy & Confidentiality

Social work students should respect and protect the privacy and confidentiality of clients. Students should not solicit private information from clients unless it is needed to provide services. Students are expected to comply with confidentiality requirements outlined in agency policy, applicable laws, and the NASW Code of Ethics and only disclose client information in accordance with such policies and/or if disclosing information is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person. Students should not disclose identifying information about clients in Seminar and other classes.

Sexual Relationships & Physical Contact

Students should not engage in physical contact (such as hugging or massaging clients) with clients when there is a possibility of psychological harm to the client as a result.

Students should under no circumstances engage in sexual activities or sexual contact with current or former clients – or with other individuals with whom clients maintain close personal relationships where there is a risk of exploitation or potential harm to the client. Social work students, not their clients, assume the full burden of setting clear, appropriate, and culturally sensitive boundaries.

Motor Abilities

Social work students need to have sufficient ability to participate in classes and field agency placement, and to acquire and integrate data and knowledge through use of their senses. Students need to be able to perform the essential functions of an internship with reasonable accommodations.

Social Media Guidelines

Social media channels, such as Facebook, Instagram, Twitter, YouTube, Snapchat, and various blog sites are just a few examples of ways to connect with others and share information. Likewise, technology has broadened social workers' capacity to assess and manage information about clients, influence policy, address social justice issues, and receive supervision. However, the rapid growth of social media communication tools and their ease of accessibility can also have unintended and potentially damaging consequences to users if basic guidelines are ignored. Students are expected to adhere to social work values, ethics and engage in professional conduct as outlined in the NASW Code of Ethics when using social media communication tools, whether using a personal site(s), agency site(s), or University site(s).

Student Academic Responsibilities

Students have academic responsibilities while enrolled in the BSW Program. A student may be placed on probation and/or be dismissed from the program when the student's academic problems conflict with the basic

standards of professional social work practice or those standards set by the University. A student cannot graduate from the program while on probationary status.

Students have academic responsibilities for their performance in both the classroom and field practicum. Students who fail to meet acceptable academic performance as set forth in the Undergraduate Catalog are at risk of being dismissed from the program.

A BSW student must maintain a minimum cumulative GPA of 3.00 in their social work classes, including any transfer courses that are included in the student's degree plan. If a student's cumulative GPA is below 3.00 at the end of an enrolled semester (including summer), the student will be placed on an Academic Improvement Plan developed by the BSW Program Coordinator and Divisional Dean. At the end of the next enrolled semester (including summer), the Program Coordinator will review the student's progress and take one of the following actions:

- Mark the students' Academic Improvement Plan as complete if the cumulative GPA is 3.00 or above.
- Extend or modify the Academic Improvement Plan if the cumulative GPA is below 3.00 and the semester GPA is 3.00 or above, and re-evaluate the following enrolled semester.
- Refer the BSW student to the Committee on Students for additional review, which could include dismissal from the BSW program.

Students must repeat any course in which they received a final grade below a C-. Students must get permission from the Coordinator to repeat a course, if that attempt is unsuccessful, the student may be withdrawn from the program.

Academic Integrity and Code of Conduct

Students are expected to perform according to the standards of academic honesty and integrity as outlined in the Boise State University policies. Plagiarism in written works, whether in hard copy print or in electronic communications, will not be tolerated and may be cause for failure in the course and/or University dismissal. Academic dishonesty in any form can also result in failure in the course or dismissal from the Program and/or the University.

Students are expected to conduct themselves in a manner consistent with the [NASW Code of Ethics](#) and the Boise State University Student Code of Conduct regarding academic dishonesty (refer to the Boise State University Student Handbook for the code of conduct and academic dishonesty policy [Student Code of Conduct](#)).

We encourage you to read these carefully. Students will be held to these standards in all areas of academic performance.

Grade of Incomplete

The Registrar's office has a page devoted to frequently asked questions about incompletes: [Registrar's Office: Faculty Grading FAQs](#).

Two key points:

1. To receive an incomplete, you must currently have a passing grade in the course.
2. To receive an incomplete, you have completed either 80% of the course or 80% of the coursework.
3. To receive an incomplete, you must sign a contract with the faculty member that specifies what

requirements remain to complete the course and when you will finish the requirements

A grade of incomplete can delay your academic progress, complicate your student financial aid, and create other difficulties. For example, your class may be a pre-requisite for a subsequent class, if so then you cannot start the subsequent class until the incomplete is finished and a passing grade has been entered.

Confidentiality and Privacy Considerations

Social work students should respect and protect the privacy and confidentiality of clients. Students should not solicit private information from clients unless it is needed to provide services. Students are expected to comply with confidentiality requirements outlined in agency policy, applicable laws, and the NASW Code of Ethics and only disclose client information in accordance with such policies and/or if disclosing information is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person.

The NASW Code of Ethics requires that social workers protect client confidentiality and privacy. Various state and federal regulations, including the Health Insurance Portability and Accountability Act (HIPAA) Privacy Rule, may also protect the confidentiality of client information in settings where social work students are engaged in practicum placements. To safeguard these client rights:

1. Always disguise the name and other personal identifying information when you speak or write about a client.
2. Share nothing discussed in class about specific clients, agencies, or other students outside of this classroom. Students should be careful in maintaining appropriate boundaries in class and group discussions.
3. Any information shared with the instructor will be confidential, within the limits defined by the NASW Code of Ethics (e.g. threats of harm to self or others) and relevant legal guidelines.
4. Information regarding your performance or behavior as a student is protected by the Federal Education Rights and Privacy Act. However, student information can be shared between BSU faculty, staff, administration, or field instructors when there is a compelling educational or safety reason to do so.

New Student Orientation

All incoming campus BSW students must attend a new student orientation prior to attending classes. The new student orientation is a formal meeting of faculty, staff, and students and includes such content as social work education at Boise State University, a discussion of the BSW Program curriculum and practicum, academic policies and procedures, student advising, registration, important deadlines, and general information on moving through the University and School environments.

All incoming Online BSW students are required to attend a New Student Orientation prior to beginning coursework. Orientation sessions are held via Zoom, with two sessions offered each semester before the start of classes. The new student orientation is a formal meeting with School of Social Work (SOSW) faculty and current students. The session provides essential information about the program curriculum, field practicum requirements, academic policies, advising, registration processes, and important deadlines. Students are also introduced to the structure and pacing of the Online BSW Program, expectations for online learning, the organization of courses within Canvas, and what to anticipate throughout their time in the program.

Students in both program options are provided with a general overview of student rights and responsibilities, as well as pertinent policies, procedures, and student handbooks. This orientation provides an overview only; students are expected to read and become familiar with all applicable policies and procedures in full.

Students are responsible for retaining orientation materials for future reference and are encouraged to revisit relevant policies and procedures if questions or concerns arise.

Professional Writing Standards

All submitted work should be prepared at a college standard and in accordance with the Publication Manual of the American Psychological Association (7th Edition). Proofreading and correction of typos, misspellings, and grammatical errors are essential components of your written work. As a professional, you may be judged based upon the quality of your written work, and carelessness in spelling and editing suggests that mistakes may also be present in the substance of the work. Therefore, written work that has misspellings and other editing problems may be graded down on this basis alone.

Students who have difficulty with formatting and writing in APA style are encouraged to consult with the APA Manual as well as the [APA Online Tutorial](#). There are also several useful online tools/tutorials which may be helpful for A.P.A. formatting, including the [Purdue Owl](#) website. For general grammar assistance, some students find Grammarly to be a helpful tool. Please see [their website](#) for their services (both free and at-cost).

Students are strongly encouraged and may be asked by faculty to seek consultation on writing assignments from the [BSU Writing Center](#), which is in the Liberal Arts Building 200. You may contact them by phone at (208) 426-1298 or by emailing writing@boisestate.edu.

Artificial Intelligence (AI) Policy

Use of artificial intelligence (AI) in BSW courses is intended to reflect emerging social work professional integrity and related practices. In this program, AI may be used to support some aspects of the assignment process, such as a student brainstorming, identifying literature, organizing, or editing.

Current tools that are appropriate for this work include ChatGPT and Gemini (for brainstorming or organizing), Elicit (for identifying literature), or Grammarly (for identifying grammatical and typographical issues). Students may not copy and paste any AI-generated text from any platform into their submitted assignments; all submitted work must be written in the students' own words and reflect their critical thinking, analysis, reflection, and understanding of the material. If students have questions about their potential use of AI, they should approach instructors in advance of the assignment due date to get clarity.

Improper or undisclosed use of AI tools that results in misrepresentation of work may be considered a form of academic misconduct. Faculty may choose to utilize AI-detection software and also to hold conversations with students about use of AI. To learn more about how to learn successfully and avoid academic misconduct behaviors, please review the Student Code of Conduct with special attention to Section 8: Procedures for Academic Misconduct.

Email Requirements

University policy establishes email as one of the official modes of communicating with students. Email in classes and from the School will only be sent to your official university email account (@u.boisestate.edu). Although students may choose to forward or redirect their university email to another email address, forwarding or redirecting is not recommended. There is a risk that forwarded email may be lost or blocked. Problems with forwarded email do not absolve students of responsibilities associated with university communications sent to their university email addresses. Please see the [Student E-mail Communications](#) (Policy 2280) for additional details.

Students with Disabilities

Boise State University is committed to creating a diverse and inclusive campus environment by abiding by the letter and spirit of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. The university does not discriminate against persons with disabilities and strives to provide an exceptional academic experience for students with disabilities by providing reasonable and appropriate accommodations for equal and easy access. Boise State University's Educational Access Center coordinates services to meet the educational needs of students with documented disabilities.

Students with disabilities who may need accommodations to fully participate in this program are encouraged to contact the Educational Access Center at (208) 426-1583 to discuss specific needs and possible accommodations. Please contact the E.A.C. via email EACinfo@boisestate.edu, or call (208) 426-1583 to make an appointment with a disability specialist. To learn more about the accommodation process, visit the [Boise State Educational Access Center website](#).

Religious Observance Policy

Students wishing to request a religious accommodation shall notify the professor within the first week of the course. If there is a basis, reasonable accommodations will be provided where possible. Absences excused for religious holidays or observances do not relieve a student from responsibility for curriculum content during an absence. This policy is intended to allow students to exercise their religious beliefs while continuing to meet their academic requirements. This policy is not intended to allow students to be granted excessive absences or be granted significant alterations of the prescribed curriculum.

Firearms policy

Idaho law permits concealed carry of firearms on the Boise State University campus by some students, faculty, staff, and visitors. Other than qualified law enforcement officers, only persons who have been issued and are in possession of an Idaho enhanced concealed carry license are permitted to do so. Firearms must always remain concealed. If a firearm becomes visible it is a violation of university policy and the person may be removed from campus. Please notify the Boise State University Department of Public Safety (call 208-426-6911) or the Boise Police Department (call 9-1-1) for any reports of firearms on campus. Use of firearms is prohibited on campus.

Advising and Advisors

On campus BSW students

Prior to admission to the BSW program, the COHS Advising Office can assist you in mapping out your coursework. Once you are admitted to the BSW program, an advisor from the School of Social Work will be assigned to you. Your advisor can help you make sure you are on track for graduation, connect you to student support services, and explore post-graduation options. Please keep in mind that your advisor is here to help you plan, but that you are ultimately responsible for your own academic planning, course registration, and subsequent success.

Online BSW students

Prior to admission to the online BSW program, students are assigned a [student success coach](#) who can assist you in mapping out your coursework and applying to the program. Once you are admitted to the Online BSW Program, a dedicated student success advisor will be assigned to you as well as a faculty advisor from the

School of Social Work. Advising is a partnership between you and your advisor. Together, you will discuss and develop a plan for your BSW degree. Advising support is essential to your success as an online BSW student. Your faculty advisor can help you make sure you are on track for graduation, connect you to student support services, and explore post-graduation options. Please keep in mind that your advisors are here to help you plan, but that you are ultimately responsible for your own academic planning, course registration, and subsequent success.

Student Involvement

The School of Social Work provides opportunities for BSW students to organize in their interests as students and it encourages such organization. Students are invited to participate in selected School committees. Please contact the BSW Program Coordinator If you are interested in serving as a student representative on a School Committee this academic year.

Organization of Student Social Workers (OSSW)

The Boise State Organization of Student Social Workers (OSSW) serves to provide the social work student community with an opportunity for additional growth and development during their college careers. The organization seeks to offer continual learning experience for students in the areas of policy decision making, administration, leadership, and organizational skills development. The organization also exists to provide students with current information and knowledge regarding the profession of social work.

The Organization of Student Social Workers was established at Boise State University in 1974. OSSW seeks to provide the social work student with an additional opportunity for learning in such areas as leadership, organization skills, policy, and decision making, as well as providing a sense of community among students in the School of Social Work.

Phi Alpha

The purpose of Phi Alpha Honor Society is to provide a closer bond among students of social work and promote humanitarian goals and ideals. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work.

Student are eligible for membership after the following national requirements and meeting local chapter requirements:

- Acceptance into the BSW Program or
- Completed 6 semesters hours or 12 quarter hours of required social work courses
- Achieved a minimum grade point average of 3.52 based on a 4.0 scale (cumulative undergraduate GPA only-calculated annually based on the top 35% of undergraduate program students) see website for current minimum GPA.
- To apply, complete the [Phi Alpha online application](#) Once you have received an acceptance email, please send in a check for \$70.00 (effective 01/01/26) for one-time Phi Alpha Membership Fee. Please make check payable to Boise State University and indicate Phi Alpha on the memo line.

Membership benefits in Phi Alpha include:

- Certificate of lifetime membership with the national organization
- Gold Phi Alpha lapel pin

- Group affiliation
- Honor society membership adds to your resume
- Graduation regalia (awarded with completion of service hours)
- Great opportunity to network with fellow social work students and community agencies
- Provides opportunities for leadership and committee involvement
- Opportunity to earn a medallion for your service

Dismissal from the BSW Program

Students who fail to observe the [Student Code of Conduct \(Policy 2020\)](#) may be given a Performance Improvement Plan, or terminated from the program. Dismissal is a serious matter; students alleged to have violated the Code of Conduct are subject to University judicial procedures described in Policy 2020 and are entitled through those policies and procedures to due process.

The School has a Student Dismissal Policy and Procedures (see below) developed and approved by faculty and staff which describes the policy and outlines the procedures for probation and/or dismissal. The imposition of probation or dismissal is a profoundly serious matter and cannot be recommended or imposed in the absence of substantiated reasons. The use of early interventions or remediation actions prior to the initiation of probation or dismissal is supported by the School. These early interventions may include, but not be limited to, counseling referrals, tutorial assistance, or referral to other academic services. Often faculty or students will initiate a request for assistance. Faculty and students are encouraged to use the BSW Program Coordinator as a neutral mediator to resolve complaints or concerns. Every effort is used to resolve concerns or grievances early and at the lowest level possible.

Student Dismissal Policy and Procedures

Policy

Social work is a self-regulating profession, based on knowledge and guided by professional values and ethics exemplified in the current National Association of Social Workers (“NASW”) Code of Ethics. Students enrolled in all School of Social Work (“School”) programs must demonstrate professional fitness for both study and a career in the profession. A student may be placed on probation and/or be dismissed from the program when, in the collective judgment of the faculty, the student’s behavior or academic problems conflict with the basic standards of professional social work practice or those standards set by the University.

1. Student’s Academic Responsibilities

Students have academic responsibilities for their performance in both the classroom and field practicum. A student’s conduct should conform at all times to the values and standards of the social work profession as set forth in the NASW Code of Ethics. Students are expected to be able to establish and maintain positive and constructive interpersonal relationships with faculty, fellow students, and others. This entails, among other things, the ability to deal effectively with conflict and to be assertive in non-hurtful and respectful ways. Due to the professional and human service function of the social work profession, these behaviors are part of the School’s academic requirements and standards. The code of conduct set out in the NASW Code of Ethics is used by the profession as a guide for sound professional judgment and conduct and is used by the School to assess student behavior that is deemed unethical or unprofessional for all students.

- A. Students in the School's MSW programs who fail to meet acceptable academic performance as set forth in the Graduate Catalogue will be withdrawn from the program. A graduate student whose cumulative or semester grade point average (GPA) falls below 3.0 is placed on academic probation. Any graduate student who earns a cumulative GPA of less than 3.0 for two consecutive semesters is withdrawn from the MSW Program and academically disqualified for any further graduate level work unless reinstated by the MSW Program or readmitted by the Graduate College. Additionally, MSW students cannot count grades below C to meet any requirement of the MSW. If a student receives a final grade of C- or below in a required MSW course, the student may attempt to improve the grade by repeating the course only one time. If the student's attempt to improve their final grade to a C or better is unsuccessful, the student is withdrawn from the MSW program and academically disqualified from any further graduate level work in the program.
- B. Students in the School's BSW programs have academic responsibilities while enrolled in the program. A student may be placed on probation and/or be dismissed from the program when the student's academic problems conflict with the basic standards of professional social work practice or those standards set by the University. Students who fail to meet acceptable academic performance as set forth in the University's Undergraduate Catalog are at risk of being dismissed from the program. BSW students must maintain a minimum cumulative GPA of 3.00 in their social work classes, including any transfer courses that are included in the student's degree plan. If a student's cumulative GPA is below 3.00 at the end of an enrolled semester (including summer), the student will be placed on an Academic Improvement Plan developed by the BSW Program Coordinator and Divisional Dean. At the end of the next enrolled semester (including summer), the BSW Program Coordinator will review the student's progress and take one of the following actions:
- Mark the student's Academic Improvement Plan as complete if the cumulative GPA is 3.00 or above.
 - Extend or modify the Academic Improvement Plan if the cumulative GPA is below 3.00 and the semester GPA is 3.00 or above, and re-evaluate the following enrolled semester.
 - Refer the BSW student to the Student Development Committee for additional review, which could include dismissal from the BSW program.

Students must repeat any course in which they received a final grade below a C-. To repeat a course, students must obtain permission from the BSW Program Coordinator. If a student's final grade in a repeated course is below a C-, the School may withdraw the student from the BSW program.

2. Student's Conduct Responsibilities

BSW and MSW students who fail to observe the University Code of Conduct, School of Social Work policies related to conduct and professionalism, the Student Handbook, Field Policies, and/or the NASW Code of Ethics may be reprimanded, disciplined, or terminated from the Program. The Student's Bill of Rights as set forth in the Boise State University Student Handbook identifies those standards of conduct which govern a student's participation in the academic community. The School of Social Work adheres to the policies and procedures of the University's code of conduct as well as school level policies and the NASW Code of Ethics. Students charged with a grievance under these codes of conduct are subject to University proceedings described in the University Student and Administrative Handbooks, and are entitled through those policies and procedures to due process. The School's Student Development Committee ("SDC") articulates remediation processes that will be considered prior to moving to dismissal of a student.

Examples of non-professional conduct which may be grounds for dismissal:

- **Resistant Attitude to Learning** -- Students who are overly or persistently defensive and/or have difficulty integrating new concepts, or responding constructively to criticism, may be asked to discontinue the program.
- **Unprofessional Behavior** -- A pattern of unprofessional behavior, as identified in the Student Professional Conduct and Professional Standards Policy. This may include inappropriate or ineffective interaction with faculty, staff, peers, field instructors, or in other collegial relationships.
- **Emotional Immaturity or Instability** -- Successful performance in social work education requires emotional maturity and stability and a readiness to assume professional responsibilities. Students who display a pattern of emotional immaturity or instability may be dismissed from the program.
- **Unethical Behavior** -- Breaches of the NASW Code of Ethics or seemingly small infractions such as regularly leaving confidential files unlocked may be deemed to be serious enough to terminate a student from the program. The misuse of clients by involving them in staff conflicts, or gossiping about the agency or clients, are examples of behaviors which are inconsistent with professional social norms. Failure to comply with the NASW Code of Ethics may result in dismissal from the program. Any sexual interaction between a student and a client or other serious breach of ethical conduct will result in expulsion from the BSW and MSW Programs.
- **Failure to Disclose or False Reporting** -- The failure to disclose pertinent data or giving false information in applying to a Social Work Program, or at any step in the application for specific field placements, is grounds for termination from field work and from the program. Students must follow the Background Check Policies of the School of Social Work and the College of Health Sciences.

3. Dissemination of Rules, Regulations, and Policies

Registration at the University implies a student's acceptance of and willingness to abide by the published academic regulations and all other rules found in any official university publication or announcement. Those policies and procedures that govern a student's academic and conduct responsibilities (BSU Student Handbook, BSU Graduate Catalog, MSW Field Work Manual, NASW Code of Ethics, and Program Dismissal Policy) are disseminated to and discussed with all incoming students at new student orientation and are published on the School's website. Additionally, the standards for professional conduct identified in the NASW Code of Ethics are discussed extensively in the practice sequence courses as well as seminar courses.

4. Early Intervention/Remediation

A student's progress is monitored by faculty throughout the semester. If a student moves into academic difficulty, the faculty member may consult with the appropriate Program Coordinator on possible early intervention or remediation for the student including options noted in the Student Development Committee policy. The Program Coordinator may meet with the student and/or the faculty member to discuss the difficulty and explore options to assist the student. Options that may be suggested to the student may include putting into place such supports as writing center referrals, tutors, and referrals to the University Counseling Services. Student progress in field practicum settings is monitored by seminar instructors and agency field instructors. If problems arise, the seminar instructor or agency field instructor consults the Director or Assistant Director of Field Education and field supervisor regarding corrective or remedial actions. The Director or Assistant Director of Field Education informs the appropriate Program Coordinator of a student's problems and any corrective actions implemented.

5. Probation/Dismissal

The imposition of probation or dismissal is a very serious matter and cannot be recommended or imposed in the absence of substantiated reasons. Any request for the initiation of probation or dismissal against a student requires a formal written allegation of misconduct and a referral to the SDC. The use of early interventions or remediation actions prior to the initiation of probation or dismissal is supported by the school. Faculty and students are encouraged to use the appropriate Program Coordinator as a neutral mediator to resolve complaints or concerns. A student cannot graduate from the program while on probationary status.

Probation/Dismissal procedure

- A. A complaint or concern regarding a student's misconduct may be filed by a faculty member or a fellow student. The individual bringing the complaint has 20 University business days from the occurrence of the alleged misconduct to put the complaint in writing, with any supporting documentation attached, and submit it to the SDC via the appropriate Program Coordinator or the Director or Assistant Director of Field Education.
- B. The SDC will follow steps outlined in the Student Development policy and has the responsibility to consider the facts and to decide if limitations on the student's enrollment in the program are warranted. If the SDC decides that limitations are warranted, it may recommend to the Divisional Dean of the School: (i) the imposition of a probationary status and set conditions prerequisite to the removal of that status; (ii) the temporary suspension or permanent dismissal of the student from the program; or (iii) the setting or other conditions and limitations related to the student's enrollment which are deemed appropriate. The SDC will then forward a written summary of its findings and recommendations to the Divisional Dean as outlined in SDC policy.

Adopted and approved by faculty April, 2026

Addressing Student Performance and/or Conduct: Remediation, Termination, and Student Development Committee

Social Work professionals have the responsibility of serving oppressed and disadvantaged groups of people. To provide quality professional education and ensure that our graduates are able to function in a broad variety of professional situations, the Student Development Committee (SDC) makes and reviews recommendations for students who are referred because of concerns in the field or classroom, or due to violation of school or university policy. Concerns may include professional skills, self-management, professional behavior, and scholastic performance (not all student concerns will require referral to the SDC; see Level 1 guidelines below). Meeting the criteria for scholastic achievement is necessary, but not sufficient to ensure continued enrollment in the BSW program and ultimately a career in social work practice.

Policy Purpose

The preamble to the National Association of Social Workers ("NASW") Code of Ethics states that "the primary mission of the social work profession is to enhance human well-being and to help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty." In addition to this mission, the Council on Social Work Education's 2022 Educational Policy and Competency Standards identifies a demonstration of "ethical and professional behavior" as Competency 1. In order to help meet our ethical mission and to ensure that our graduates are prepared with skills and behaviors to work within a variety of professional situations, the Student Development Committee's ("SDC" or "committee") purpose is to review situations and make recommendations for students who are

referred to the SDC because of concerns in class or practicum or because of a potential violation of the policies the School of Social Work, or the University, and/or a violation of the NASW Code of Ethics.

Policy Statement

The School of Social Work is committed to the professional development of our students. This development includes knowledge, values, skills, and cognitive/affective processes needed to become a professional Social Worker. Meeting the criteria for scholastic achievement is necessary, but not sufficient to ensure continued enrollment in the BSW and MSW programs and ultimately a career in social work practice. When concerns arise, the SDC should be a resource for both students and faculty to address those concerns. Concerns may include professional skills, self-management, professional behavior, and academic performance. As set forth in the Level 1 guidelines, below, not all student concerns will require referral to the SDC.

The SDC will comprise all program coordinators, the field director and assistant field director, and one additional faculty member appointed by the Divisional Dean. All members will rotate chairing responsibilities within the committee.

A non-exhaustive list of examples of behaviors that may threaten a student's ability to engage in productive social work practice appear below. Exhibiting one or more of these behaviors may result in a review by the SDC:

4. Failure to meet or maintain program academic requirements;
5. Academic dishonesty, including cheating, lying, plagiarism, collusion, use of AI that has not been expressly allowed, or falsifying academic records;
6. Behavior in violation of the current NASW Code of Ethics and/or state licensing standards;
7. Failure to pass a criminal background check or drug screen, which may be required by the program or a field agency;
8. Conduct or actions that interfere with professional judgment or impact the ability to practice safely, ethically, or competently, consistent with Standard 4.05 of the NASW Code of Ethics;
9. Conviction of a criminal act that is contrary to professional practice or ethics, as outlined in the Background Check Policy, occurring during the course of study or occurring prior to admission but not disclosed in the student's application for admission;
10. A pattern of unprofessional behavior, as identified in the Student Professional Conduct and Professional Standards Policies. This may include inappropriate or ineffective interaction with faculty, staff, peers, field instructors, or in other collegial relationships; or
11. Pending legal charges deemed antithetical to direct social work practice.

Procedure

Level 1

A Level 1 review involves a faculty member and the student. A review at this level occurs when a faculty member has concerns about a student enrolled in the social work program that are less serious in nature, whether related to the student's professional behavior or academic performance. In such cases, the faculty member may:

1. Discuss those concerns directly with the student and develop a plan or contract with the student to resolve the difficulties. For impairments as described in Standard 4.05 of the NASW Code of Ethics, the

plan may include referral to the EAC if the student discloses a disability or requests a disability-related accommodation. Details of the plan should be documented in writing and shared with the student and the appropriate Program Coordinator and/or the Field Director or the Assistant Field Director. Progress toward goals should be monitored and shared with the appropriate Program Coordinator and/or Field Director or Assistant Field Director. In many instances, this level of intervention may be sufficient and the concern may be resolved. The faculty member should apprise the appropriate Program Coordinator or Field Director of the outcome of the Level 1 review. If the concerns are not resolved, the student may be referred to the SDC for a Level 2 review.

2. If the student does not agree with the plan or has concerns, a Level 2 review may be initiated for SDC input and recommendations.
3. Refer the student directly to Level 2 if the concern is serious. The Level 2 referral may concern, but is not limited to, -students with repeated issues or problems within the program, or behavior that violates the current NASW Code of Ethics.

If the concern is related to academic integrity issues, including plagiarism and/or cheating, the instructor is highly encouraged to review the Student Code of Conduct (University Policy 2020) and follow processes for a referral to the Dean of Students. See also University Policy 4180: Faculty Responsibility to Address Student Academic Misconduct.

Level 2: SDC Referral

The purpose of a Level 2 referral is to ensure a broader review of the student's situation with the primary goal of the SDC developing a recommendation for a plan to support the student in addressing the concerns and successfully completing the program. In situations where completion of the program is not an option, a process concerning the student's dismissal from the program will be determined in accordance with the School of Social Work Student Dismissal policy.

A Level 2 review will involve at least three SDC members, the student, and may also include other relevant faculty members. Faculty intending to make a referral to the SDC will notify the student of their intention to refer to the committee and explain their concerns, before making a referral in writing to the relevant Program Coordinator. Referrals involving academic coursework are sent to the Coordinator of the student's program; referrals involving field practicum are sent to the Director or Assistant Director of Field Education. When a concern involves academic integrity issues such as plagiarism or cheating, faculty are highly encouraged to review the Student Code of Conduct (University Policy 2020) and to follow processes for a referral to the Dean of Students. For impairments as described in NASW Code of Ethics Standard 4.05, the faculty member should refer the student to the EAC, if the student discloses a disability or requests a disability-related accommodation.

Level 2: Process

When a level 2 referral is made, students are entitled to the following specific procedures and timelines:

- A. **Notice of Referral to the SDC:** Faculty intending to make a referral to the SDC will notify the student of their intention as described above. When a referral is received by the SDC, the members will determine who will chair the committee and whether any recusals are necessary due to conflicts of interest. Notice will be sent via email from the designated chair to the student within ten (10) university business days of receipt of the referral. The email notifies the student of the report, the date and time of the committee meeting, and that the student may request disability-related accommodations needed to participate in the process by notifying the committee chair no more than five (5) University business days prior to the meeting date. Students are advised of their rights prior to their meeting with the committee and throughout the process. The committee chair will also include all documents that have

been shared with the committee, including the initial referral letter and a copy or links to any documents (e.g., the field manual, the student handbook, links to university code, etc.) identified within the referral letter. The chair will also provide a copy of the SDC policy and an offer to meet with the student to review the committee process. The chair also shares this information with all members of the committee. In certain circumstances, the SDC may determine that suspension of the student from courses and/or field practicum is warranted for some period of time during the SDC's proceedings. (See University Policy 2020 §5.A.)

- B. **Reflection:** The student will be provided with the opportunity to write a reflection about the matter or matters of concern and share with the committee prior to the meeting, or, the student may verbally address reflection questions during the committee meeting. The goal of the reflection is for the student to be able to reflect on the identified issues of interest, examine their responsibility, consider what they could have done differently, and consider how they may avoid a similar situation in the future.
- C. **Additional information:** Any additional materials that are shared with the chair of the committee between the date of initial referral and the date of the committee meeting must be shared with all committee members and the student within two University business days of receipt of such materials.
- D. **Committee Meeting:** The committee meeting will take place within 45 calendar days of the notice provided to the Student of the committee meeting. Students involved in this process are encouraged to fully review all documents provided and meet with the chair of the committee to prepare for the committee's formal meeting and ask any questions prior to the meeting. The committee meeting must be held in private and recording of committee meetings is not allowed by any participant. If the committee meeting is held online (e.g., via Zoom), all participants must ensure they are in a private and quiet place. During the meeting with the student the committee chair will provide time for the student to share their insights and information with the committee, ask questions of the committee, and ask committee members for any questions they may have for the student. At the conclusion of the meeting with the student, committee members will meet to finalize recommendations that are then submitted to the Divisional Dean within five University business days. Potential committee recommendations may include but are not limited to:
- Continue the student in the program with no new conditions. In these situations, the concern has been addressed and no further action by the student or program is required.
 - Continue the student in the program without conditions, but with one or more of the following:
 - (1) referral of the student to supports or services that may help address the concern;
 - (2) oral or written disciplinary warning or reprimand;
 - (3) noting of concern in records maintained by the School; and/or
 - (4) administration of any other sanctions tailored to prevent and/or avoid the recurrence of the prohibited conduct.
 - Continue the student in the program with formal probationary conditions. In these situations, specific conditions must be met in order for the student to remain in the program. The conditions may include establishing goals, strategies, a timeline, and appropriate accountability; providing mentoring and support; referring the student to counseling and/or advising services; referring the student to academic support services; allowing the student to follow a reduced course load or delay entry to the field practicum; requiring the student to complete additional (specified) hours in field.

- Discontinue the student from the program. Any dismissal from the program must follow the School of Social Work Student Dismissal Policy. Students who have been removed from their field education placement pending the results of the committee meeting will not be placed in a new setting until the committee meeting has been completed. Any students who are awaiting placement will not begin a field placement until the committee meeting has been completed and a recommended plan of action has been defined.
- E. **Student support:** Students may be accompanied by one support person at the committee meeting after a written request is made (by email) to the committee chair at least five (5) University business days before the committee meeting. The support person may be any person who is not otherwise a party involved in the matter before the committee, or a witness, or a student in the program. The support person's role is to provide guidance and emotional support through the process. The support person may not speak on behalf of a student or otherwise disrupt any committee meeting or proceedings in any manner. The student is expected to notify the committee chair of their intent to include a support person in the committee's meeting and to share the support person's name and relationship to the student. If the student fails to so notify the committee chair, but nonetheless brings a support person to the committee meeting, the committee may elect to reschedule the meeting. A support person may be excluded from participation by the committee chair should that person fail to adhere to these procedures.
- F. **Notification of Plan:** The Divisional Dean will typically notify the student of the recommendations and plan within ten (10) University business days of the committee meeting. A copy of the recommendations will be provided to the Program Coordinator and/or Field Director/Assistant Field Director of the program the student is enrolled in and the chair of the committee.
- G. **Appeal:** Students have a right to appeal the decision of the Divisional Dean. The appeal must be submitted to the Associate Dean of the College of Health Sciences within five (5) University business days of receipt of the decision from the Divisional Dean. In the case of an appeal, the Associate Dean will notify the Divisional Dean who will then notify the committee.
- H. **Confidentiality:** All participants in the process – committee members, students, and any support individuals – are expected to observe strict confidentiality relating to any information covered by provisions in the NASW Code of Ethics or by FERPA.
- I. **Custody of records:** All documentation relating to Level 2 referrals will be retained in Google Workspace folders (or other comparable electronic folders), organized by academic year, with security and access controls set to ensure FERPA compliance. Only current committee members and the Divisional Dean will be granted access to the folders, such that a committee member may access records for any academic year when they served on the committee, whereas the Divisional Dean may access all records. The joint consent of the committee and Divisional Dean is required to share any information contained in the folders on a need-to-know basis (e.g., to an admissions committee chair), though any student may inspect the retained records relating to their own referral.

Adopted May 6, 2013, edits February 7, 2014 – Changes Accepted, modified May, 2022

Substantial revisions ratified by faculty November, 2025 – Revisions approved by faculty April, 2026

Caring for You & University Resources

Boise State University is committed to upholding the Shared Value of Caring by providing programs and services to support students, staff, and faculty. Review these services below.

Academic Resources

- [Advising and Academic Support Center](#). (208) 426-4049 Simplot Micron Advising and Success Hub, 1st floor
- [English Language Support Programs](#). (208) 426-4238 Liberal Arts Building, Room 120
- [Helpdesk/ IT Assistance: The Office of Information Technology](#) at Boise State University is available to assist you with a variety of technological needs. Check their website for a full list of services. You may contact OIT by emailing helpdesk@boisestate.edu or calling 208.426.4357.
- [International Student Services](#). (208) 426-3652 Simplot Micron Advising and Success Hub, Room 226
- [TRIO Rising Scholars Program](#). (208) 426-3583 1885 University Dr.
- [The Writing Center](#). (208) 426-1298 Liberal Arts Building, Room 200. Students are strongly encouraged to seek consultation on writing assignments from the BSU Writing Center, which is in the Liberal Arts Building in room 200. You may contact them by phone at 208.426.1298 or by emailing writing@boisestate.edu. Writing can also be submitted online via their website for review. Online appointments are available.

Health and Wellness

- [University Health Services](#). (208) 426-4259 Norco Building, 2nd floor
 - Walk-ins welcome during business hours
 - Counseling Services and Crisis Counseling
 - Medical Services and Urgent Care
 - Insurance and Billing Information
- [Student Connections and Support Center](#) (208) 426-1459, Student Union, 2nd floor
 - The Student Connections and Support Center offers a range of services for students, including a first-generation student program, events to meet other students, confidential support, information on violence prevention and a no-cost Campus Clothing Closet.
- [CARE](#). The CARE Team aids the university community to help assess and find solutions for managing distressing, disturbing, disruptive, or dangerous behaviors. If you or someone you know could potentially utilize assistance, you can submit a CARE report by visiting their website. If you are unsure of whether your situation arises to the level of filing a CARE report, please feel free to contact the Office of the Dean of Students at can call 208.426.1527 and ask to speak to a member of the CARE Team.

Emergency and Security Services

[Campus Security and Police Services](#). (208) 426-6911 2245 University Dr. Campus Safety Escort

Other Campus Services

- [Office of the Dean of Students](#). The Office of the Dean of Students is available to assist students with a

myriad of academic and non-academic matters. This can include student meal assistance programs, emergency student funds, absence notification, notary services, legal services, and more. Please contact the Office of the Dean of Students at 208.426.1527 or by emailing deanofstudents@boisestate.edu.

- [Student Connections and Support Center](#). (208) 426-5950, Student Union, 2nd Floor
- [Financial Aid and Scholarships](#). (208) 426-1664, Administration Building, Room 113
 - Assistance with financial aid and scholarships
- [Student Financial Services](#). (208) 426-1212, Administration Building, Room 110
 - Assistance with payment and billing
 - Tax forms and information
 - Assistance with holds due to payment issues
 - Financial education and wellness services
- [Career Center](#). (208) 426-1747, Academic & Career Services Building 1464 University Dr.
 - Career planning
 - Internships
 - Student employment
 - Resume preparation
- [Boise State's Children's Center](#). (208) 426-4404 1830 Beacon St.
 - Child care for children ages 2 - 5
- [Parking and Transportation Services](#). (208) 426-7275, Transit Center, Student Union, 1st floor
- [Registrar's Office](#). (208) 426-4249, Administration Building, Room 110
 - Transcript requests
 - Questions regarding academic progress and transfer credits
 - Registration questions
- [Title IX](#). (208) 426-1750. University Plaza, Suite 250.
- [Office of Compliance and Ethics, \[complianceandethics@boisestate.edu\]\(mailto:complianceandethics@boisestate.edu\)](#) (208) 426-1258
 - University Plaza, Suite 250
- [Veteran Services Center](#). (208) 426-3744, Lincoln Suites, 1607 University Dr.
- [Housing and Residence Life](#). (208) 447-1001, Chaffee Hall

Revised April, 2026