Fresno Pacific University
School of Humanities, Religion and Social Sciences
Social Work Program

2017-2018
Social Work
Student Handbook

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Table of Contents

**Contextual Overview: Region, University, and Program** ........................................3
  Regional Context ........................................................................................................3
  University Context ......................................................................................................4
  Liberal Arts Foundation .............................................................................................7

**History of the Social Work Program** .......................................................................8

**Social Work Program Formats** ................................................................................8

**Social Work Program Mission Statement** .................................................................9

**Social Work Program Goals** ..................................................................................10

**Major Sequence and Degree Requirements** ..............................................................14
  Table 1 Course Descriptions .......................................................................................14

**Field Education Requirements** ..............................................................................18

**Traditional Undergraduate Required Course List: Social Work Major** ......................18

**Traditional Undergraduate Required Courses: Social Work Minor** ...........................19

**Degree Completion Required Course List** ................................................................19

**Social Work Program Core Competencies** ...............................................................21

**CSWE Accreditation** ..............................................................................................21

**Policies and Procedures** ..........................................................................................22
  Admission to the University .........................................................................................23
  Traditional Undergraduate Applicants .......................................................................24
  Degree Completion Applicants ....................................................................................25
  Acceptance to the Field Experience Portion of the Major .........................................27
  Registration and Academic Policies ............................................................................28
    Prior Learning Assessment ........................................................................................28
  Advising .......................................................................................................................28
  Criteria for Evaluation of Performance and Graduation ...............................................29
  Program Grievance Policy ............................................................................................30
  Termination from the University and the Social Work Program ..................................30
  Students’ Rights and Responsibilities .........................................................................31

**Social Work Club** ....................................................................................................32

**Field Advisory Council** ..........................................................................................32
Faculty

Field Liaison

Adjunct Instructors

Hiebert Library

Access to Services for Students with Disabilities
Social work students are held accountable to all policies, procedures, and guidelines contained within Fresno Pacific University’s student handbook http://handbook.fresno.edu

Contextual Overview: Region, University, and Program

Regional Context
Fresno Pacific University is a Christian liberal arts institution located in the Central San Joaquin Valley of California. The Central Valley is a region characterized by enormous demographic diversity, widespread poverty, population growth, changing and growing service needs, and the presence of oppressed groups, including women and growing ethnic populations (particularly Latinos/Hispanics, African Americans, and Southeast Asians [Hmong, Laotian, and Vietnamese]). The context for practice is a unique urban-rural configuration of people, agribusiness, social-political institutions in transition, and a host of social service needs.

The primary industry in the Central Valley is agribusiness. Large corporate farms have gradually replaced smaller family farms, changing the way produce is grown and distributed, increasing the demand for farm labor. Farm laborers are largely immigrant workers who come from Mexico and Central America. Salaries are depressed. Health care and social services are spread thin, trying to cover the needs in an area that encompasses approximately 22,500 square miles. Correlated businesses provide service and transportation for farm products. Transportation for low income and elderly populations is a serious problem. Despite being one of the largest agricultural producers (the Central Valley grows 8% of the nation’s food on only 1% of the total farmland in the US) the region has a very high percentage of food insecurity. The region has the largest population of Hmong people in the country except for Minnesota. Hmong is the third most commonly spoken language in the area after English and Spanish.

Fresno is the fifth largest city in population in the state of California and is in the center of the Central Valley. In the 2012 census, Fresno and Bakersfield ranked in the top four metropolitan areas with the highest poverty levels. They reported between one quarter and one third of their population at or below the poverty level. Unemployment contributed heavily and the continuance of five years of drought confounded efforts to improve the situation. Poverty, homelessness, food insecurity, lack of access to medical services, and financial and academic illiteracy all contribute to a need for social services in the Central Valley. Public and private non-profit organizations work to meet these needs.

Despite the hardships in the area, the Central Valley offers bountiful opportunities for recreation, housing affordability, and the arts. The climate, although hot in the summer, is moderate during the rest of the year. The diversity of the area provides a wealth of opportunities for shared commonalities among people and offers a global context for understanding human behavior in the social environment. The area has a rich history and a legacy of creating local agencies and programs to address social problems.

The State of California has a large public university system which includes the 23 California State University campuses and the nine University of California campuses. Community Colleges
are also funded by the state and provide low cost education for students. In addition, they provide a passageway for transfers to four-year institutions. The University of California schools are ranked among the top 150 universities in the world. Several private and Christian colleges and universities round out the options for higher education in the state. California offers the income-based Cal Grant to make it possible for low to middle income people to achieve a bachelor's degree.

University Context

Students attending Fresno Pacific University mirror the region in ethnic and cultural diversity, economic composition, urban-rural demographics, and religious diversity. The total population of the student body, including undergraduate, degree completion, graduate, and seminary is 3,586 students. The ethnic makeup of the 1,099 traditional undergraduate students is 50% white, 25% Hispanic, 8% African American, 8% Asian, 2% American Indian/Alaskan native, with 4% other and 2% non-resident alien. The 1,263 degree completion students are similar in demographics. The two groups differ in age with 90% of the traditional undergraduates under the age of 25 and 19% of the degree completion students in that age range. Eighty-one percent of degree completion students are over the age of 25 with the largest percentage in the 40+ age range. This data suggests that a degree completion format is a viable option for the adult non-traditional students, who may be working or returning to school after years of absence.

Fresno Pacific University embraces and promotes diversity within the institution and under the guidance of a diversity rationale statement that calls attention to valuing the richness in differences.

The students, staff, administration, faculty, and Board will be characterized by racial, ethnic, socio-economic background, age, sex, abilities, and Christian faith diversity, and these persons will feel they belong and have access to full and equitable participation in university life.

- Continue as an HSI (Hispanic Serving Institution) with a graduation rate for Hispanic students at least equal to the average of all baccalaureate students,
- Students of diverse religious backgrounds will feel their beliefs are understood and respected,
- University life, structures, and organizations will embrace and value diversity, and be recognized as an exemplar of research for, and service to, Hispanic students, families, and communities.

Fresno Pacific University was founded as Pacific Bible Institute by the Pacific District Conference of the Mennonite Brethren Churches. It grew to become a junior college by 1956 and in 1959 moved to the current campus on Chestnut Avenue. In 1965, Pacific College became a fully accredited four-year liberal arts institution. In 1966, President Arthur Wiebe led the faculty to rethink and clarify the institutional mission and identity. This process led to the creation of the Fresno Pacific IDEA, which guides the university even today.
The FPU idea (IDEA) articulates the university’s primary identity, its vision of community, and its relation to the larger world. The parts of the idea are complementary and form an organic whole. The FPU idea informs academic meaning and rigor with an internal sense of enlightenment, inspiration, transformation, and integration of faith and education for students, faculty, and the wider community. (FPU WASC Educational Effectiveness Report, 2014, p. 33).

The FPU mission states, “Fresno Pacific University develops students for leadership and service through excellence in Christian higher education.” The university values, which link to the mission, define FPU as:

1. A community of learners
   - Church related and prophetic.
   - Anabaptist, evangelical, and ecumenical.
   - As regional, international, and culturally diverse.
2. Committed to services to others
   - In teaching.
   - In reconciliation and peacemaking.
   - In action within the community to meet human need.
   - In the promotion of social justice.
3. Academic and professional excellence, emphasizing
   - The liberal arts and sciences.
   - The integration of theory and practice.
   - Lifelong learning.
   - A community of learners and scholarly dialog.
   - Theological engagement.
4. Student focused
   - For the development of moral and ethical integrity and character.
   - For the preparation of servant leaders for church and society.
   - With respect and dignity for each person.
   - Through mentoring and collaborating for success.
5. Innovative and responsive
   - Providing relevant programming and creative delivery.
   - Adapting with integrity to changing environments.

The mission and values of the university are consistent with the purpose of the social work profession, its values, and generalist education. As can be seen in the above university values, which link to the university mission, several statements relate directly to the CSWE mission and values. The university uses a liberal arts foundation to educate students for leadership and service to others to promote human and social well-being in action within the community to meet human need and in the promotion of social justice. This value is lived out in the university Center for Community Transformation (CCT) and the Center for Peacemaking and Conflict Studies (CPACS).
The Center for Community Transformation is a new effort to connect the strengths of Fresno Pacific University with the resources of the region to transform cities. Part of the Fresno Pacific Biblical Seminary, CCT supports entrepreneurial creativity, spiritual freedom, economic vitality and justice, environmental integrity, cross cultural/social collaboration, and political health in the Central Valley. CCT does this in three ways:

1. Research – enlist the research engine of the university and seminary to investigate the Central Valley’s challenging economic, social, and spiritual issues and harness the resources of the faith community to address those issues.
2. Train – engage the expertise of the university and seminary to train the people of faith in community transformation skill sets.
3. Convene – be a neutral, stable, intentional catalyst and host for cross-sector leadership towards transformation.

The Center for Peacemaking and Conflict Studies (CPACS) was established at Fresno Pacific University in 1990:

1. To promote greater understanding of the dynamics of conflict.
2. To train persons in the theology, science, and art of constructive conflict management.
3. To promote and assist in the development of cooperative dispute resolution and justice programs within the institutions of the church and society.

CPACS is rooted in the Hebrew/Christian vision of shalom (peace and justice) for the church and world. Fresno Pacific University stands in a long, historic peace church tradition, which has taken this vision of shalom seriously. CPACS is a concrete effort of the university to further realize this vision of shalom.

The Center is responsible for a variety of activities, including:

- Coordinating baccalaureate and graduate programs in peacemaking and conflict studies.
- Developing and implementing programs and processes that embody restorative justice.
- Assisting communities to develop restorative justice programs and practices including victim-offender reconciliation programs.
- Assisting schools to develop restorative discipline and peer mediation programs.
- Providing mediation training and services to people in churches, schools, and other organizations.
- Consulting on conflict management with communities, businesses, churches, and other organizations.
- Encouraging research and development to advance restorative justice, peacemaking, and conflict studies.

Cross-cultural understanding is a hallmark of the CPACS program. The faculty of CPACS has teaching experience on five continents.
As noted in the FPU Faculty Handbook, the university is student focused for the development of moral and ethical integrity and character. It prepares servant leaders for church and society, who value and respect the dignity and worth of every person. Through mentoring and collaborating for success, students develop their skills and theoretical knowledge. Academic and professional excellence is emphasized in the liberal arts and sciences by the integration of theory and practice, the commitment to lifelong learning, and service to the community. As a regional liberal arts based university, we espouse the importance of faculty teaching, scholarship, service, and practice which are central to Fresno Pacific University’s mission.

**Liberal Arts Foundation**

Fresno Pacific University is a Christian institution of higher learning in the liberal arts tradition; therefore, the BSW curriculum is grounded in the disciplines of the liberal arts (particularly in the general education profile) and informed by a Christian worldview. Students benefit from the distinctive emphases on the history and literature of the western tradition (civilization series) and the competencies of oral and written communication. The institution’s core values are embedded in the BSW program and focus on developing Christian community, service to others, and academic and professional excellence, while maintaining student focus and endorsing innovative and responsive means to meet the unique needs within the San Joaquin Valley.

In addition, the School of Humanities, Religion and Social Sciences (HRSS), in which the BSW program is housed, affirms opportunities for students to intentionally foster transformation through a liberal arts foundation that coincides with the vision of the school. The principles and beliefs of the institution, associated with the HRSS vision of students being reflective learners, informs and demonstrates alignment with BSW core values in its approach and implementation of competencies in the instruction of generalist practice. These principles and beliefs are operationalized in the following ways for the BSW student and can be found in the FPU SW course schedule.

Students in the traditional undergraduate format of the social work program select options of potential courses that coincide with their scheduling needs. Students completing the undergraduate bachelor’s degree are required to complete credit prerequisite courses from the liberal arts. These courses are generally taken prior to the acceptance into the social work major. Student transfers from community colleges may be allowed to have course credits accepted through community college articulation agreements and the transfer review process.

Students may also obtain additional educational benefit in an area of choice from among a wide variety of disciplines. The liberal arts foundation is comprised of varied majors. This liberal arts foundation provides the intellectual basis for the professional social work curriculum and it informs its design. The TUG and DC program formats delineate the pre-major courses and program course requirements later explained.
History of the Social Work Program

The social work program at Fresno Pacific University has been a stand-alone program since its inception in 1974. It is housed in the Social Sciences Division of the School of Humanities, Religion, and Social Sciences. It has included a program director and adjunct faculty hired and overseen by that director. Since 1998, the program director has been Donna Callahan, MSW, who oversaw the traditional undergraduate program format. In 2014, the program expanded its offerings to create a second format, offering non-traditional, older students an opportunity to finish their degree in social work, taking classes in a blended course format.

Jon Clark, DSW, was hired to run the Degree Completion format of the social work program. At the beginning of the spring semester 2014, the first cohort of social work majors began their two-year (24 month) program. Jon Clark, DSW, has primary responsibility for the degree completion format, while Donna Callahan, MSW, has primary responsibility for the traditional undergraduate program. As co-directors, they oversee the university social work major program, which is offered in two formats to accommodate different student needs. Traditional undergraduate classes are offered on the main Fresno Pacific campus, while degree completion classes are offered at the regional campuses.

Social Work Program Formats

The social work program offers two distinct formats for completing the major. The traditional undergraduate format (TUG) offers day and evening classes in a four-year schedule. The Degree Completion (DC) format offers adult, nontraditional students the ability to complete their social work major in a 24-month cohort format. DC students must have completed 60 units of undergraduate studies prior to admittance. They are assigned to a cohort of 20 or fewer students, who complete the major together. The course content is identical to the traditional format except for the method of delivery. Cohorts meet once weekly from 6:00 PM to 10:00 PM for face to face instruction, then have assigned additional instruction online and assignments due weekly. Each course is six weeks long and offered throughout the year at each of three regional campuses. The regional campuses, located in Bakersfield, Visalia, and North Fresno, are spaced from the south to the north ends of the Central Valley. A fourth satellite campus in Merced will have a social work cohort within the next two years. There are no other Bachelor of Social Work Programs in Bakersfield, Visalia, or Merced. The DC format makes the social work program accessible to non-traditional, working students and those from the central valley’s rural areas. The goal is to prepare social work professionals to serve the largely underserved areas of the California’s central valley.

The social work program educates students in the use of collaborative, strengths-based, generalist social work practice with individuals, families, groups, organizations, and communities, by involving them in classroom practice, community change projects, and field experience.
Traditional Undergraduate Format (TUG)
The course requirements for the TUG format above are developed in a sequential design and scheduled to enable students to complete the undergraduate social work degree within a four-year timeframe. In addition, the schedule design allows for student transfers to enter and complete the program within two years, if they have their general education requirements met before they arrive. Students must select four general education prerequisites prior to becoming a major in social work and may select from the following courses: BIOL-100 Principles of Biology (4); ECON-101 Principles of Microeconomics (3) or ECON-102 Principles of Macroeconomics (3); PS-120 American Politics and Society (3); PSY-120 General Psychology (3); and SOC-120 Introduction to Sociology (3). Students are further encouraged to select SW-122: Helping People/Introduction to Social Work (3) prior to being accepted into the program to determine interest in the major itself.

Degree Completion Format (DC)
The course schedule for the DC format is developed in a sequential design, which enables students to complete the undergraduate social work degree within a 24-month timeframe. Students enter the DC format program with 60 transferable baccalaureate-level units. These units are reviewed to determine how general education requirements are completed prior to entering the program. In addition, students must have a minimum of 2.4 GPA, with 2 years of post-secondary experience. Once admission into the program has been granted, all units in the major must be completed within the DC program to preserve the curriculum design structure of the blended (face to face/online) format. The degree completion format provides a robust learning environment that combines experiential background in the real-life context, interactive group participation, and the integration of technology into practice. Degree Completion cohorts begin every year in January and July.

Social Work Program Mission Statement

The Fresno Pacific University social work program has a mission statement and specific student learning goals that reflect the profession’s purpose and values. The program’s mission is as follows:

The social work program (through its major and minor) prepares students for positions in a variety of social work and service careers. The program integrates theory and practice, instills an understanding of the relationship between social work and Christian faith, and encourages a commitment to social justice and a life of service. It does so in the context of a liberal arts education informed by a Christian worldview. Upon completion of the major, students will be prepared to seek entry level employment or pursue advanced study, and can provide service to society reflective of the values expressed in the FPU Idea.

The program description set forth in the Undergraduate Academic Catalog further attests to the mission of the social work program, as follows:
The social work major prepares students for generalist practice in a variety of social work or service careers. The program integrates theory and practice, instills an understanding of the relationship between social work and Christian faith and encourages a commitment to social justice and a life of service. It does so in the context of a liberal arts education informed by a Christian worldview. Upon completion of the major, students will be prepared to seek entry-level employment or pursue advanced study in the field.

In preparing students for a career, the major educates students in working with individuals, couples, and families; working with groups; facilitating change; and developing new services for people in need. It does so using the helper-as-servant model. Students complete a set of foundational and advanced courses in human development, social policy, social work methods, generalist practice, and research. Every student completes a 414 hour, semester-long internship.

Traditional undergraduate students interested in majoring in social work should complete their prerequisite and foundational courses prior to their junior year. Students interested in graduate study should complete PSY-300 Statistics prior to graduation.

As a university in the Central Valley of California, we are acutely aware of the needs of people living in poverty in rural areas without access to services and programs designed to help them. Our course work and field experience are designed to prepare students to understand and address the needs of all people. Our program explicitly addresses the CSWE emphasis on “enhancing human well-being and alleviating poverty, oppression, and other forms of social injustice.”

The FPU social work program mission and educational goals are related to the CSWE guidelines using the CSWE definition of the purpose of social work practice and education as laid out in the accreditation standards. The program uses a person and environment basis for foundational courses in generalist practice to prepare students to work with people from all levels of society. The program educates students to be able to meet people where they are, using a strengths-based collaborative approach to empower them to achieve their goals. The students further demonstrate their identity as professional social workers through an understanding of the history, policies, and practices of social work and their roots in the core values of the profession. The students learn to make professional practice decisions and evaluate their work.

Social Work Program Goals

Program Educational Goals

1. The program will graduate students who identify themselves as professional social workers by demonstrating knowledge of the values, ethics, and skills of the social work profession while incorporating a Christian worldview.
2. The program will graduate students who demonstrate knowledge and understanding of social work history, policies, practices, and their roots in the core values of the profession.

3. The program will graduate students who skillfully apply the prevention and intervention practices learned in the classroom with individuals, families, groups, organizations, and communities.

4. The program will graduate students who demonstrate skill in research, scientific inquiry, change agency, and critical thinking, which inform their practice.

5. The program will graduate students who demonstrate sensitivity and awareness of differences among people, a belief in the dignity and worth of all human beings and a commitment to social justice and human rights.

6. The program will graduate students with integrity who are prepared for generalist practice employment or advanced study in the field.

7. The program will graduate students who have successfully completed the CSWE practice behaviors in a generalist internship under the supervision of a professional social worker.

The program’s seven educational goals are intended to meet the professional standards and core values of the social work profession set out by the Council on Social Work Education: “(1) service to others; (2) Social and economic Justice; (3) Human dignity and worth; (4) the importance of human relationships; and integrity and competence in practice.”

The seven program goals address student education by explicitly stating the learning objectives which prepare students to fulfill the program’s mission of integrating theory and practice, understanding the relationship between social work and Christian faith, encouraging a commitment to social justice and a life of service, utilizing a liberal arts base to prepare students to enter the profession as generalist practitioners or go on to higher education. This further fulfills the University mission to “educate students for leadership and service through excellence in Christian higher education.”

**Program Educational Goal # 1:** The program will graduate students who identify themselves as professional social workers by demonstrating knowledge of the values, ethics, and skills of the social work profession while incorporating a Christian world view.

**Skills/knowledge**

- Respecting the dignity and worth of a person.
- Recognizing each person’s right to resources necessary.
- Safeguarding confidentiality.
d. Assuring equal access to needed services.
e. Valuing each person as a creation of God, deserving of care.
f. Demonstrating understanding of CSWE competencies in working with individuals, families, groups, organizations, and communities under supervision.

Assessment: quizzes, exams, class participation, written responses, applied practice supervision, and field practice evaluation.

Program Educational Goal #2: The program will graduate students who demonstrate knowledge and understanding of social work history, policies, practices, and their roots in the core values of the profession.

Skills/knowledge
a. Understanding of the origin of public policies.
b. History and purpose of social work.
c. Knowledge of the application of accepted social work practices.

Assessment: written exams, classroom discussion, application papers, applied practice supervision and evaluation.

Program Educational Goal #3: The program will graduate students who skillfully apply the prevention and intervention practices learned in the classroom with individuals, families, groups, organizations, and communities.

Skills/knowledge
a. Participation in supervised internship for supervised practice in a professional setting.
b. Conferences with field instructor/supervisor onsite to make use of supervision.
c. Student reports, daily journals, case presentations, case management.
d. Interviews, assessments, group / individual counseling, facilitation, and seminar participation.

Assessment: participation in senior seminar, weekly journal completion, written assignments, and mid-term and final field evaluations.

Program Educational Goal #4: The program will graduate students who demonstrate skill in research, scientific inquiry, change agency, and critical thinking, which inform their practice.

Skills/knowledge
a. Ability to think critically and write effectively about research findings.
b. Conduct research and write a senior research thesis.
c. Ability to assess need and become a change agent, affecting a positive change in a system or organization.
d. Skill in leadership of program services, committees, collaborative work.
Assessment: written research paper, completed change agent project, field experience reports, journals, and evaluations.

Program Educational Goal # 5: The program will graduate students who demonstrate sensitivity and awareness of differences among people, a belief in the dignity and worth of all human beings and a commitment to social justice and human rights.

Skills/knowledge
a. Participation in culturally diverse activities on and off campus.
b. Professionally appropriate behavior with diverse client groups in agency settings.
c. Written expression that is respectful and understanding of cultural, ethnic, religious, and racial diversity.

Assessment: documented participation in projects involving culturally diverse people, written work produced that is culturally competent, and reported field experience.

Program Educational Goal # 6: The program will graduate students with integrity who are prepared for generalist practice employment or advanced study in the field.

Skills/knowledge
a. Complete a research project and senior thesis.
b. Earn a positive field evaluation and reference from field agency.
c. Demonstrate knowledge and application of social work practices.

Assessment: final field evaluation, follow up with alumni annually, track acceptance into graduate school.

Program Educational Goal # 7 The program will graduate students who have successfully completed the CSWE practice behaviors in a generalist internship under the supervision of a professional social worker.

Skills/knowledge
a. Deliver effective professional services.
b. Collaborate with colleagues and clients for effective social change.
c. Ability to apply knowledge of person and environment in practice.
d. Continuously engage and be aware of changing locales, populations, and emerging trends.

Assessment: Written assignments, class presentations, and experiential learning evaluation. Undergraduate students learn the values, ethics, and skills of generalist practice, beginning in the Helping People: Introduction to Social Work class in which they study the history, development, and functions of the profession. They are introduced to the values and ethical principles in reading assignments, research of the ethical codes, and reflective assignments. In the beginning, they are introduced to the breadth of generalist practice and collaborative, strengths-based, social work. Throughout the courses in the major the students build on this
foundational knowledge with skill building and focused learning, which measures outcomes in each class. When they reach the spring semester of their senior year, students are expected to be professional, critical thinkers, who can integrate what they have learned and practiced into their field experience. TUG students take SW 480 Senior Seminar in social work concurrently with their field experience (SW 482) to further integrate learning and practice. They are also writing their senior research thesis (SW 481) in an area related to their field assignment to deepen their understanding of the issues related to their field. Degree Completion students take SW 493-496 consecutively. The classes combine the senior seminar, field, and thesis components. The components of the DC course work are identical to the traditional undergraduate format, but are delivered in a format suitable for degree completion students.

**Major Sequence and Degree Requirements**

Table 2.1 shows the course descriptions for all social work program classes with the course numbering for the two formats: Traditional, 15 week, face-to-face courses on the left and degree completion, six week, blended format courses on the right. The course content is identical with exception of the manner of delivery of the material. Students have similar assignments and summative assessment is the same.

<table>
<thead>
<tr>
<th>Traditional UG Format</th>
<th>Course Title and Description</th>
<th>Degree Completion Format</th>
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<tr>
<td>SW 120</td>
<td><strong>Helping People: An Introduction to Social Work</strong> (3 units) By means of readings, lectures, guest speakers, videos and discussion, students develop an overview of social work as a helping profession. Beginning with a definition, theory, and value base of the servant model of helping, students explore a number of fields of social work practice, as well as micro and macro social work methods. The course introduces social work values and ethics.</td>
<td>SW 122</td>
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<tr>
<td>SW 300</td>
<td><strong>Human Behavior in the Social Environment</strong> (3 units) This course provides a basic understanding of the nature of human behavior from a life-span perspective, using systems theory. It enables the student to explore the interrelationship of biological, psychological, social/cultural, and spiritual systems to discover how they affect human growth, development, and behavior throughout the life cycle. Course content is designed to help students integrate the various developmental theories, understand diversity, and consider their implications for social work practice.</td>
<td>SW 301</td>
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<tr>
<td>Traditional UG Format</td>
<td>Course Title and Description</td>
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| SW 320                | Theory and Practice with Families (3 units)  
An introduction to relationships, marriage, and family as social institutions which are part of American culture and society. Using a systems theory approach, students study families across the lifespan, from different cultural, ethnic, and religious perspectives. | SW 321 |
| SW 350                | Urban Society and the Welfare State (3 units)  
As America has become an increasingly urbanized society, growing numbers of people have become dependent upon governmental assistance to meet certain basic human needs. The result has been the gradual evolution of a welfare state, welcomed by some, resisted by others. This course promotes understanding of the policies that direct the societal response to human need, social and economic justice, and oppression. | SW 351 |
| SW 360                | Social Problems and Public Policy (3 units)  
This course acquaints students with the major social problems that have emerged over time and familiarizes them with the social policies that government has devised in an attempt to alleviate or remedy those problems. In so doing, it seeks to stimulate a concern about the justice and equity of such policies on individuals and groups in our society. It is designed to prepare social work students for working in the community, with individuals and groups affected by the social problems and public policies established to deal with them. | SW 361 |
| SW 400                | Foundations of Social Work Practice (3 units)  
This course introduces the basic concepts of the generalist and ecological approaches to social work practice and familiarizes students with specific social work models, theories, and techniques. Additionally, students learn the knowledge and skills upon which helping relationships are founded. It provides advanced practice training in case management and interviewing. Reinforces an understanding and awareness of diversity in all its aspects. | SW 401 |
| SW 410                | Working with Groups (3 units)  
Students experience the group process by forming small groups. The class then uses this experience, along with | SW 411 |
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<th>Degree Completion Format</th>
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<td>readings, experiential exercises, and lecture/discussions, to understand the stages of a group, as well as leadership, planning, assessment, and evaluation of the group process. Finally, each student practices what he or she has learned by co-leading a group for at least one class session under the supervision of the instructor.</td>
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<td>SW 420</td>
<td><strong>Becoming a Change Agent</strong> (3 units) Using a task-group process and the generalist social work method, students take on the role of change agents, using themselves to systematically identify, explore and plan a change project. Interspersed with the project are a series of readings, lectures, and discussions aimed at facilitating the change project, as well as understanding the range of change agent practice: community development, social planning, social action, organization development, social administration, social research, and social policy.</td>
<td>SW 421</td>
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<td>SW 431</td>
<td><strong>Cultural Competence in Social Work Practice</strong> (3 units) Cultural competence in social work practice requires that social workers be aware of and sensitive to the breadth of diversity found in the world. This course offers students an opportunity to obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.</td>
<td>SW 430</td>
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<tr>
<td>SOC 461</td>
<td><strong>Introduction to Social Science Research</strong> (3 units) Familiarizes students with the methods and processes of conducting social science research, including the identification of problems, review of literature, collection and analysis of data and presentation of findings. The major focus is to integrate the theoretical and practical knowledge necessary to understand and engage in research. In addition, students are expected to become knowledgeable consumers of research.</td>
<td>SW 462</td>
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<td>Traditional UG Format</td>
<td>Course Title and Description</td>
<td>Degree Completion Format</td>
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<tr>
<td>SW 480-482</td>
<td><strong>Senior Seminar in Social Work</strong>&lt;br&gt;Weekly seminars focus on the integration of social work theory and practice in conjunction with the student's field instruction. Professional competency is deepened by means of videos and lecture/discussions in how to present and conduct oneself in an agency; use one's skills in counseling, group work, diagnosis and social assessment; organize and manage one's work; deal with one's feelings and stress; and refine one's career goals. Weekly journals, as well as the presentation of at least one case, are required.</td>
<td>SW 493-496</td>
</tr>
<tr>
<td><strong>Senior Thesis</strong></td>
<td>Usually taken concurrently with Senior Seminar and Field Experience. Students must have successfully completed Introduction to Social Science Research in which they created their research proposal before taking this course. Having completed their research proposal students learn how to complete their research project and write their senior thesis. Students learn to conduct qualitative and quantitative research projects. They obtain IRB approval if necessary. They then conduct the chosen research, analyze their findings, and write their results and discussion sections. After completing those sections, they combine all the elements of their thesis paper from the fall and spring semesters into an integrated whole with references, appendices, and acknowledgments. The final project is turned in as a culminating experience in conjunction with an oral presentation.</td>
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<tr>
<td><strong>Field Instruction in Social Work</strong></td>
<td>Field instruction is the culmination of a student's social work education. Each student is placed in an agency mutually agreed upon by the student, field coordinator and field agency. The student works in the agency as a social work intern for 414 total hours in the semester. He or she performs such tasks as individual counseling, working with groups as a co-leader, making referrals, writing social assessments and managing a small caseload under the supervision of an MSW social worker.</td>
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</tbody>
</table>
Field Education Requirements

Traditional Undergraduate Program (TUG)

Students in the TUG program begin field instruction on the first day of the spring semester in their senior year. Students and field instructors meet for a joint orientation at Fresno Pacific University and following this meeting, students report to their respective agencies to begin field placement. Traditional undergraduate students (TUG) are in 32 hour a week block placements which will continue throughout the 15-week spring semester. 414 total hours are required for completion of the field placement.

Degree Completion Program (DC)

Students in the DC program begin field instruction on the first day of their last semester of their Senior Year. Students and field instructors meet for a joint orientation at Fresno Pacific University and students arrange to report to their respective agencies to begin placement. Degree completion students (DC) will be in the field 18 hours a week over the course of the 24 weeks that coincides with cohort timelines. Field instruction in the DC program occurs year-round, as incoming senior students are entering into field placement every 6 months at all FPU Regional Campuses (North Fresno, Visalia, Bakersfield, Merced). 414 total hours are required for the completion of the field placement.

Traditional Undergraduate Required Course List: Social Work Major

GENERAL EDUCATION PREREQUISITES
Select at least four of the following courses:
BIOL-100 Principles of Biology (4)
ECON-101 Principles of Microeconomics (3)
or ECON-102 Principles of Macroeconomics (3)
PS-120 American Politics and Society (3)
PSY-120 General Psychology (3)
SOC-120 Introduction to Sociology (3)

REQUIRED COURSES (15 COURSES, 51 UNITS)
Foundational Courses
SW-120 Helping People: An Introduction to Social Work (3)

Advanced Courses
PSY-410 Abnormal Psychology (4)
SOC-410 American Ethnicity and Pluralism (3)
SOC-461 Introduction to Social Science Research (3)
SW-300 Human Behavior in the Social Environment (3)
SW-320 Theory and Practice with Families (3)
SW-350 Urban Society and the Welfare State (3)
SW-360 Social Problems and Public Policy (3)
SW-400 Foundations of Social Work Practice (3)
SW-410 Working With Groups (3)
SW-420 Becoming a Change Agent (3)
SW-431 Cultural Competence in Social Work Practice (3)
SW-480 Senior Seminar in Social Work (3)
SW-481 Senior Thesis (3)
SW-482 Field Instruction in Social Work (8)

RECOMMENDED ELECTIVE COURSES
PS-375 Criminal Justice in America (4)
PSY-300 Statistics (4)
SOC-372 Juvenile Delinquency and Justice (3)
SOC-373 Corrections (3)
SOC-482 Intercultural Practicum (1)
SW-100 Perspectives in Social Work (1)
SW-110 Participation in Volunteer Services (1-3)
SW-310 Social Gerontology (3)
SW-390 Chemical Dependency Intervention (3)
SW-395 Studies in Domestic Violence (2)
SW-483 Mediation Practicum (1)

*Please note that some courses may not be offered every semester/year. The DC format does not offer elective courses. For Course Descriptions please go to the undergraduate catalog: [http://www.fresno.edu/students/registrars-office/academic-catalogs](http://www.fresno.edu/students/registrars-office/academic-catalogs)

Traditional Undergraduate Required Courses: Social Work Minor

Overview
This minor is an introduction to the field of social work. It is desirable as supplemental preparation for those in people-oriented programs, such as, contemporary ministries, psychology, communication and education.

REQUIRED COURSES (7 COURSES, 17-20 UNITS)

Foundational Courses
SW-100 Perspectives in Social Work (1)
SW-110 Participation in Volunteer Services (1-3)
SW-120 Helping People: An Introduction to Social Work (3)

Advanced Courses
SW-400 Foundations of Social Work Practice (4)
SW-410 Working with Groups (3)

Select two of the following:
SW-300 Human Behavior in the Social Environment (3)
SW-310 Social Gerontology (3)
SW-320 Theory & Practice with Families (3)
SW-390 Chemical Dependency Intervention (3)
SW-395 Studies in Domestic Violence (2)
SW-420 Becoming a Change Agent (3)

Degree Completion Required Course List

**Semester 1**
SW 122 Helping People: Introduction to Social Work (3)
SW 301 Human Behavior & Social Environment (3)
SW 351 Urban Society & the Welfare State (3)
SW 361 Social Problems & Public Policy (3)

**Semester 2**
SW 321 Theory & Practice with Families (3)
SW 401 Foundations of Social Work Practice (3)
SW 411 Working with Groups (3)
SW 430 Cultural Competence in Social Work Practice (3)

**Semester 3**
PSY 411 Abnormal Psychology (3)
BIB 439 Biblical Perspectives of Social Justice (3)
SW 421 Becoming a Change Agent (3)
SW 462 Introduction to Social Science Research (3)

**Semester 4**
SW 493 Integrative Field Seminar and Thesis I (3)
SW 494 Integrative Field Seminar and Thesis II (3)
SW 495 Integrative Field Seminar and Thesis III (3)
SW 496 Integrative Field Seminar and Thesis IV (3)

**General Education Requirements**
BIB 314 Jesus and the Christian Community (3)

*Select at least four of the following:*
BIOL-125 Introduction to Biology (3)
PS-121 American Government (3)
PSY-121 Human Learning (3)
or PSY-119 General Psychology (3)
SOC-121 Introduction to Sociology (3)
Economics (DC option currently unavailable)
Notes: BIB-314 should be taken prior to the Biblical Perspectives course, either concurrently with cohort courses or prior to cohort start. All units in the major must be earned at Fresno Pacific University. DC cohorts begin every January and July.

Social Work Program Core Competencies

The FPU BSW program has adopted all the CSWE competencies for practice as professional social workers. They are identified in the program coursework as they relate to the program goals and course objectives. We have chosen to add an eleventh educational competency related to the practice of social work with an understanding of faith and spirituality.

The BSW Program competencies are listed as follows:

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice
6. Engage in research-informed practice and practiced-informed research.
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to contexts that shape practice
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organization, and communities.
11. Identify the interrelationship of the ethical use of faith and social work practice.

CSWE Accreditation

Fresno Pacific University has achieved Candidacy for Accreditation by the Council on Social Work Education’s Commission on Accreditation.

Candidacy for a baccalaureate or master’s social work program by the Council on Social Work Education’s Commission on Accreditation indicates that it has made progress toward meeting criteria for the assessment of program quality evaluated through a peer review process. A program that has attained Candidacy has demonstrated a commitment to meeting the compliance standards set by the Educational Policy and Accreditation Standards, but has not yet demonstrated full compliance.

Students who enter programs that attain Candidacy in or before the academic year in which they begin their program of study will be retroactively recognized as having graduated from a CSWE-accredited program once the program attains Initial Accreditation. Candidacy is typically a three-year process and attaining Candidacy does not guarantee that a program will eventually attain Initial Accreditation. Candidacy applies to all program sites and program delivery.
methods of an accredited program. Accreditation provides reasonable assurance about the quality of the program and the competence of students graduating from the program.

For more information about CSWE go to this link: www.cswe.org

Policies and Procedures

Admission to the Social Work Program

All students must first be accepted into the university and meet all university requirements. The admissions counselors inform the Program Co-Director of students who wish to declare the social work major. The Program Co-Director sets appointments and sends prospective students social work application materials.

Process and Procedures for Evaluating Program Applicants

1. Students submit the following documents in the Application Packet (see Appendix of this document.)
   a. Application
   b. Personal statement
   c. Resume of social work volunteer/employment history
   d. One letter of reference (academic or professional only)
2. Students submit completed packet to TUG or DC Program Co-Directors for review by November 1st for Spring admission and May 1st for Fall admission. (Late admissions are considered as space permits.) Program Co-Directors evaluate the personal statement, considering factors such as the student’s development of interest in the social work profession, career goals, life experiences that may contribute to or impede progress in the program, and the relation of values and ethics in the career path chosen. The writing quality of the prospective student is also assessed through the personal statement. The employment and volunteer history, as well as reference letter, additionally assists the TUG and DC Program Co-Directors in deciding the student’s preparedness for the program.
3. Social work faculty interview applicants. This interview gives the student the opportunity to present their qualifications face-to-face, as well as meet a full time social work faculty member.
4. The social work admissions committee reviews the student application packet, using the committee review rubric. The committee consists a Program Co-Director and a social work faculty member.
5. Students are notified by email within three weeks of the social work admission committee’s decision. This email, generated by the social work admissions committee, informs the student of the decision of admittance, deferment, or denial.
A social work admissions committee reviews applications in the Spring and Fall semesters. Each regional campus has a committee. The committee prioritizes applicants who demonstrate prior coursework and/or work experience in the social work field.

Students may be fully admitted, deferred, or denied admission. To be fully admitted, students must meet all requirements for admission into the program (see Social Work Student Handbook). Students may be deferred if any part of their application suggests that they need improvement in specific areas before full admittance. If denied admission, the student may request a meeting with the Program Co-Director (TUG or DC) to address reasons for denial.

Notification of Applicants

Students are notified about admissions decisions via e-mail. Examples of full, deferred, and denial emails, which are sent out by the program’s administrative assistant, are shown below:

Full Acceptance

(Student name),

Congratulations! On behalf of Fresno Pacific University, it is a pleasure to welcome you to the Social Work program at FPU. Your next step is to meet with your advisor to prepare your class schedule and orient you to the program. We look forward to collaborating with you as you begin your social work journey.

Blessings,

(Social Work Program Co-Directors)

Deferred

(Student name),

Thank you for your interest in the Social Work program at Fresno Pacific University. At this time, your application for admission has been deferred based upon (reasons for deferment). In order to be reconsidered to the program, we request that you (steps to take). For further questions, please speak to the Program Co-Director (TUG or DC).

We commend you for your desire to become a social work professional and hope that you will continue to pursue your educational goals.

Blessings,

(Social Work Program Co-Director)

Denial of Admission

(Student name),
Thank you for submitting your application to the BSW Program. At this time, your application does not meet all of the requirements for admission to the program. If you would like to discuss the decision of the admissions committee, please contact the Social Work Program Co-Director (TUG or DC).

Blessings,

(Social Work Program Co-Director)

Admission to the University
Fresno Pacific University welcomes students who qualify academically, who demonstrate physical and emotional capacity for university work, who accept the purposes and standards of the university, and who would benefit from a Christian university education. Students are admitted without discrimination as to race, color, nationality, creed, or sex.

Traditional Undergraduate (TUG) Applicants: Freshman University Admission Requirements
Freshman applicants must meet the following requirements to be eligible for regular admission:

a. A minimum grade point average of 3.1 in high school. Grade point averages are determined by the university.

b. A minimum of a 900 SAT total score (critical math and reading only) or ACT composite score of 19.

While high school applicants are not required to complete a specific pattern of coursework, the following high school courses are strongly recommended as minimum preparation for college level study at Fresno Pacific University:

- Four years of college preparatory English
- Three years of college preparatory math
- Two years of social studies
- One year of laboratory science
- One year of visual and/ or performing arts
- In addition, three years of the same foreign language with a C- or better is recommended.

International students are not subject to the above requirements, but must complete the required courses for secondary education in their country. Proof of completion and/or results of exiting exams must be submitted to the International Programs and Services Office before the student can be considered for admission.

Transfer Admission Requirements
Acceptance for admission as a transfer student is determined by the evaluation of all required documents. To be granted admission solely on college-level academic work, students must complete a minimum of 24 transferable units with a 2.4 academic GPA. If fewer than 24
transferable units have been completed, admission will be granted in accordance with the student’s total academic record in both high school and college-level work.

Policies and procedures for accepting transfer credits are found in the university academic catalog and in transfer agreements with other colleges and universities from whom we accept transfer students. The social work program adheres to the policies of the university:

Students may receive credit for courses taken at other institutions, subject to the limitations given below. All documents used for transcript evaluation must be official. All submitted transcripts become the property of Fresno Pacific University and cannot be returned to the student or forwarded to other institutions. The Registrar’s Office makes transfer credit evaluations. Students who wish to petition for transfer credit should complete a Substitution/Transfer Request and submit it to the Registrar’s Office (p. 161, FPU Undergraduate Academic Catalog).

The university grants transfer credit in accordance with the following criteria:

1. A maximum of 70 semester units may be transferred from regionally accredited two year institutions. (There are no limits on credits from accredited four year institutions.)
2. All transfer work is evaluated, using the current FPU Transfer agreement for the transfer school at the time of the evaluation.

The course credit is from approved higher educational institutions with accreditation recognized by regional accreditation bodies. A grade of C- or better was earned in the course.

3. The course content does not overlap or repeat courses already completed or about to be completed at Fresno Pacific University or another institution.
4. The transfer course is no more than one-unit difference in earned value.
5. Degree completion students may not transfer courses for any of their program courses from other institutions; however, some traditional undergraduate courses do meet program requirements in some majors. (p. 161, FPU Undergraduate Academic Catalog).

University TUG Admission Exceptions
Students who do not qualify for regular admission will be evaluated on an individual basis by the Admissions Selection Committee, including letter of petition by the student, in addition to the provided academic information.

Notification of the University Admissions Decision for TUG Applicants
Students who have applied for admission will receive a letter notifying them of their eligibility soon after all relevant information and documents—application form and fee, at least one recommendation, transcripts, test scores— are on file in the proper admissions office. Meeting admissions requirements does not guarantee admission. After a student has been notified of acceptance, the following steps should be taken:
1. Undergraduate applicants submit a $175 nonrefundable tuition deposit as an indication of intent to enroll. The deposit will ensure registration of the applicant and includes a $25 orientation fee and a $150 payment that is applied toward tuition costs.

2. Undergraduate applicants send final transcripts of work completed subsequent to the time of application to the university registrar’s office.

3. Undergraduate applicants may need to take and English or foreign language placement test, depending on previous test scores and classes.

4. Students also receive an email and personal phone call from their admissions counselor.

5. Student must then have an interview with the program co-director for TUG prior to full admittance into the program.

**Degree Completion (DC) University Admissions Policies**

1. Acceptance for admission to the Degree Completion program is determined by the evaluation of all required documents. Students must be two years post baccalaureate, have a minimum of six transferrable baccalaureate level units and have a minimum 2.40 academic GPA to begin their pre-major courses. Additional requirements may apply if students fail to meet the admissions requirements. (See Benchmark II, Appendix I Degree Completion Admissions Process.)

2. Students must have 60 transferrable baccalaureate units and a 2.40 academic GPA to be eligible to start their chosen major program.

3. Any other exceptions to the admissions standards may be considered for admission with requirements through appeal to the Degree Completion Admissions Selection Committee. The student must complete the *Academic Petition form* (Benchmark II, Appendix V). Specific course work may be required before entering a program.

**Notification of DC University Admissions Decision**

Students who have applied for admission will receive a letter notifying them of their eligibility soon after all relevant information and documents—application form, fee, at least one recommendation, transcripts—are on file in the proper admissions office. After an applicant has been notified of acceptance, the following steps should be taken:

1. Send final transcripts of work completed subsequent to the time of application to the university Registrar’s Office.

2. Students will be required to take an English writing test to assess writing ability. Based upon the student’s score, an additional writing class may be required.

3. The student must have an interview with the Program Co-Director of the Social Work Degree Completion Program prior to full admission. Refer to the specific social work program admissions procedures.

The social work program abides by the admissions standards of the university as set out in the university [Undergraduate Academic Catalog](#). Freshmen entering the university traditional undergraduate program must have a 3.1 high school grade point average and a minimum score of 900 on the SAT critical reading and Math tests or an ACT composite score of 19 (p.98). There
are slightly different standards for transfer admissions. Transferring students must have completed a minimum of 24 transferable units with a minimum 2.4 cumulative GPA in academic classes.

Students desiring admission to the degree completion program must be two years post high school, have completed a minimum of 60 transferrable baccalaureate level units and have a minimum 2.4 cumulative academic GPA to begin their major courses. (Students with a GPA lower than 2.4 may appeal.)

International students have additional requirements to have appropriate VISAs and to have passed the TOEFL or IELTS English language proficiency exams.

Once in the social work major, students must pass all their major classes with a C- or better. Students who fail to pass a class in the major are required to retake it successfully to graduate. Students with limited English proficiency or diagnosed learning difficulties can receive services from the Academic Support Center on the main Fresno campus.

**Transfer Admission Requirements**

Acceptance for admission as a TUG transfer student is determined by the evaluation of all required documents. To be granted admission solely on college-level academic work, students must complete a minimum of 24 transferable units with a 2.4 academic GPA. If fewer than 24 transferable units have been completed, admission will be granted in accordance with the student’s total academic record in both high school and college-level work.

**Admission exceptions**

Students who do not qualify for regular admission will be evaluated on an individual basis by the Admissions Selection Committee, using various criteria in addition to the provided academic information.

**Acceptance to the Field Experience Portion of the Major**

Students in their junior year meet with their academic advisors to ensure they have fulfilled the program course requirements to enter their senior field education. Once eligibility has been determined, an orientation is held with students and program co-directors from each format, to discuss the field application process. Students are then given student interest forms, field applications, description of personal essay, and consent to release records to interviewing agencies. After the field director reviews all documentation, students have an interview with the field director to determine readiness for the field, assess student field interests, and further discuss the field placement process. After the field director interview has occurred, the student is admitted into the field selection process.

Students submit their field applications, essays, and release of information forms, specifying three agencies with which they are interested in interviewing. The students’ materials are reviewed and if they are acceptable, they are sent to the chosen agencies with a letter from the field coordinator and a form to be returned accepting or declining the student for field. When
the agency forms are returned with their decisions, the field coordinator meets with the students individually to choose the best match for students and field agencies. Then the field coordinator, student, and field agency all sign a field agreement, specifying the responsibilities of each party and the dates of the placement.

Registration and Academic Policies

Registration and academic policies are found in the Undergraduate Academic Catalog. The prior learning assessment policy is listed below.

Prior Learning Assessment

The BSW program does not grant course credit for life experience or previous work experience.

Degree Completion students may enroll in a course to learn how to reflect upon past professional experiences, associating those experiences with developmental and contemporary academic theorists to derive underlying meaning. Following academic guidelines, students create and submit learning portfolios which are then assessed for lower division elective unit credit. PLA credit is not available for required courses or for upper division courses. Neither is it available for remediation of Satisfactory Academic Progress status. Students are made aware of this policy via the Prior Learning Assessment Handout.

Advising

Traditional Undergraduate Advising

Once undergraduate students are admitted to the university they are assigned to a faculty mentor. Freshmen are assigned to freshman faculty mentors who guide students through their first semester at the university. At the end of their freshman year students reaffirm their commitment to a major and are assigned to a program mentor, usually the program co-director, who advises students about the program courses and helps them design an educational plan to sequence classes appropriately to complete the major. This mentor continues with the students in the BSW program until graduation or as long as they persist in the major.

The TUG program co-director is advised of the students’ performance in classes, may set up maintenance contracts for students who are on academic probation, and approves educational plans so students may register for classes. This allows the TUG program co-director to know the students and their goals more personally.

Degree Completion Advising

In the Degree Completion component of the social work program, there are staff recruiters and staff academic advisors. The recruiters work with students who express interest in the program, analyzing transcripts and other requirements to make sure they qualify within the parameters for admittance. Once admitted, the academic advisor is assigned, and this individual follows the
social work students until they graduate. Students meet with the academic advisor before each semester to make sure they are enrolled in the correct sequence of courses for the 24-week semester (four courses at six weeks each). The advisor has ongoing contact with the DC social work program co-director, and the program co-director and field faculty give advisement to students regarding internship and professional opportunities. If a student is failing a course, the social work program co-director will meet with the student and the academic advisor to detail a plan of action.

An orientation event takes place prior to a semester start for a degree completion cohort (a group of students all taking the same sequence of classes throughout the program). At this orientation, the social work program co-director and the advisor explain the specifics of the course sequences, classroom and online experience, and other academic and administrative functions.

**Criteria for Evaluation of Performance and Graduation**

Students are informed of the policies and modes of evaluation in the University Catalog, *FPU Student Handbook*, the *Social Work Field Manual*, and course syllabi. Students are evaluated on an ongoing basis in the required courses throughout the program by way of course exams, assignments, and faculty feedback. Furthermore, each course syllabus and course assignment has distinct criteria in terms of how performance in the classroom is evaluated. In addition, during their senior year students receive feedback, while in the field placement, which evaluates their performance of the core competencies of the program. Field instructors within the agency provide feedback for students at the initial phase of the internship and at the end of their internship (second site visit), then again in the formal midterm and final field evaluation that is completed by the field instructor and shared with the student. The *Social Work Field Manual* describes procedures in evaluating social work professionalism and practice while out in the field internship. The program also requires an overall GPA of 2.0 to remain in good standing within the program. The program directors review student academics at the end of each semester to determine student academic status above a GPA of 2.0.

In addition to the University graduation requirements listed in the University Catalog, students must meet the following criteria must be met to graduate with a social work degree:

1. Earn a grade of C- or better in each social work core course.
2. Maintain a cumulative GPA of at least 2.0
3. Complete 414 hours of field placement with a successful “credit” field evaluation.
5. Obtain a final evaluation of credit from the field instructor and the faculty liaison confirming the student is adequately prepared to graduate as a generalist social work professional.
6. Maintain ongoing evidence of professional conduct and emotional maturity required for professional practice.

7. Actions inconsistent with the above expectations include inappropriate or disruptive behaviors toward peers, colleagues, faculty, or staff members at the university, including field practicum placement.

Program Grievance Policy

The BSW program adheres to university undergraduate grievance policies and procedures. The policies and procedures contain values and behavioral standards, restorative discipline procedures, discrimination, harassment, sexual misconduct policies/procedures as well as academic policies that include the handling of grievance, academic integrity, and grade change policies. Please refer to the Undergraduate Academic Catalog found on the web. Additionally, BSW students are expected to adhere to the Code of Ethics of the National Association of Social Workers (NASW www.socialworkers.org) in relation to their conduct in the classroom, on the university campus, and in the community when in field education.

Termination from the University and the Social Work Program

Students at the university may be terminated for cause for violence, violations of academic integrity, illegal or unethical behavior, sexual harassment, and other breaches of codes of conduct. The policy is outlined in the Community and Academic Standards section of the Undergraduate Academic Catalog.

The university desires to see students complete their academic goals, whether a degree, a certificate, or a credential. Support is available to students who are experiencing difficulties. (See the Student Services section of the catalog.) However, students must follow university policies and achieve academic progress in order to remain enrolled in the university. Registration signifies that the student agrees to abide by the rules, regulations, and requirements of the university. The university reserves the right to cancel the registration of any student who does not comply. This agreement is in keeping with the university’s philosophy that students should be aware of the dimensions and constraints of the educational community in which they participate during the years of their enrollment.

The following areas may affect a student’s eligibility to continue attending the university.

- Satisfactory academic progress
- Program standards
- Registration processes
- Veterans affairs standards
- Academic integrity
- Standards on disruption to the educational environment
- Standards on harassment and sexual harassment
• Illegal and Criminal offenses
• Degree completion community expectations

Failure to Meet Standards
When one or more of the above standards are not met, the following actions may be taken: warning status, probation, mandatory leave of absence, or termination.

Students’ Rights and Responsibilities

Traditional Undergraduate students have a right and responsibility to participate in formulating and modifying policies affecting academic and student affairs by involvement in student government and as participants on specified committees and clubs on campus.

Student government by-laws specify student rights and responsibilities:

Section D. Powers and Duties, Clause I. Collective Function, Sub point A. In matters of representation shall:

1. In the spring semester, for the coming year, take applications for and appoint all Student Government Association of Fresno Pacific University representatives to the College community standing committees. These committees include but are not limited to:
   a. Student Life Committee
   b. College Hour Committee
   c. Food Service Committee
   d. Student Judicial Board
2. Review all appointments during the fall semester.
3. Hold the Undergraduate Student Body elections generally after the fifth week of the spring semester.
4. Make reports of student issues, concerns, and USFPU SGAFPU business at the following:
   a. Trustee meetings
   b. President’s Council meetings
   c. Faculty Senate meetings
   d. Staff Caucus meetings

Sub point B. In matters of finance shall:

1. Formulate and approve the Student Government Association of Fresno Pacific University budget in collaboration with Student Senate.
2. Appropriate SGAFPU General Fund expenditures in collaboration with Student Senate.
Social Work Club

The program has supported a social work club for fifteen years, which serves as an opportunity for traditional undergraduate social work students to plan special events, perform service for the community, hear professional guest speakers, and organize to make their needs known. The club is considered an official campus organization by the student government and receives some funding from that body annually.

Leaders of the social work club are required to report activities to student government at their monthly meetings. They have a voice in the student priorities on campus. They have taken a leadership role in urging the university administration to approve funding for moving forward with CSWE accreditation. As part of the student body and student government, students can take concerns or recommendations to student senate for action.

In the Degree Completion cohorts, each cohort has a representative who acts on behalf of the group and serves as an organizer for cohort activities. This person acts as a liaison between the regional office and the cohort and as an assistant to the professor. This student also brings any issues or concerns to the administration on behalf of the cohort’s students. (See DC Cohort Representative Description.)

Students can see information about events and job postings and are provided opportunities to share resources with others on personalized Facebook pages for the social work program at Fresno Pacific University. In the social work degree completion component, cohort representatives can organize cohorts, give announcements, and advocate for fellow classmates.

Students are encouraged to become members of professional organizations such as NASW and NACSW, which offer continuing education opportunities.

Field Advisory Council

The Field Education Advisory Council is composed of the field coordinator, two social work faculty members, at least two field instructors, and two student members, representing TUG and DC formats. The field coordinator chairs the council. Members of the Field Education Advisory Council agree to serve one year on the council and to attend three quarterly meetings per year. One absence, without proper rationale for missing, results in a replacement on the committee.

The Field Education Advisory Council serves as advisory function in these areas:
   1. Field policies and procedures.
   2. Planning of special programs and services for field instructors and students.
   3. Recommendation to the SW program regarding field agency and field instructor approvals.
Faculty

The social work program currently has four full-time faculty members.

**Donna M. Callahan, MSW**, is the program co-director, focusing on the traditional undergraduate program. BS California State University, Fresno; MSW, California State University, Fresno; MS, Capella University. Pupil Personnel Services Credential from the California Commission on Teacher Credentialing, with an emphasis on School Social Work, School Counseling, and Child Welfare and Attendance.

**Interest Areas**: human behavior and the social environment, social work practice, gerontology, integration of faith and practice, and medical social work.

**Major Teaching Areas**: aging, practice across the lifespan, domestic Violence, cultural competence

donna.callahan@fresno.edu

**Jon Clark, DSW**, is the program co-director for the degree completion social work program. BA California State University, San Marcos; MSW, California State University, Fresno; DSW, Capella University.

**Interest Areas**: Child Welfare, Adoptions, Immigration Issues, Integration of Faith and Practice.

**Major Teaching Areas**: social problems and public policy, cultural competency in social work practice, and becoming a change agent.

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**Sonia Pranger, LCSW**, is the field coordinator for both the traditional undergraduate and the degree completion options of the program. BSW and MSW, California State University, Fresno. Pupil Personnel Services Credential from the California Commission on Teacher Credentialing, with an emphasis on School Social Work, School Counseling, and Child Welfare and Attendance.

**Interest Areas**: child welfare, mental health, research, and integration of faith and practice.

**Major Teaching Areas**: research, field experience, social work practice, and policy.

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**Jill Maze, LCSW**

Jill Maze is the field coordinator for the degree completion program in the South Valley. She is a Licensed Clinical Social Worker in the state of California (LCS #22068). Her professional social work career began in 1996 when she achieved her Bachelor’s degree in social work at Azusa Pacific University. She went on to complete her Master’s degree in Social Work from Fresno State University in 1999, and later gained her clinical license in 2004.

**Interest Areas**: Mental health, program planning and development, suicide prevention

**Major Teaching Areas**: Social work practice and field experience
Adjunct Instructors

Regina Banks, ACSW
Natalie Bolin, LCSW
Daniel Burns, LCSW
Addie Carr, MSW
Kariisa Carrasco, MSW
Raquel Carraway, MSW, PPSC
Caine Christensen, ACSW
Felicia Garza, MSW, PPSC
Janelle Goh, LCSW
Kalisha Grandison, ASCW
Stephanie Grant, DSW (ABD)
Anita Guerrero-Ortiz, MS
Jacob Huang, PhD
Bethany Keep, LCSW
Edgar Manriquez, MSW
Felicity Moreno, LCSW
Amber Nichols, LCSW
Donna Oreizi, LCSW
Patsy Waderker-Perry, MSW, PsyD
Darrin Person, MSW
Alistair Robertson, MSW
Amanda Rodriguez, MSW
Hiebert Library

The Fresno Pacific University is physically situated on the Fresno main campus and is available to all students, faculty, and staff during regular library hours six days a week. The library also maintains a vast array of digital materials, online access books and journals, which may be accessed at any time (24 hours a day). In addition, the library has a large selection of videos and other supplementary materials available.

The librarians are knowledgeable and helpful. They frequently offer classroom presentations to enable students to make better use of the library materials. They also procure interlibrary loan materials. Social work students can access materials necessary for research and reports via the Hiebert Library.

Access to Services for Students with Disabilities

Fresno Pacific University values the diversity of students with disabilities and is committed to providing equal access and opportunity for all students. Students with documented disabilities can expect to have their privacy protected while being assured of reasonable and appropriate accommodations for all educational experiences. The Academic Support Center serves as the liaison between faculty and students in the coordination of academic accommodations and services.

The Academic Support Center offers many services to students who require assistance to meet their educational potential. Any student who requests services is asked to submit information about their specific disability. They meet with the Director of Academic Support Services, who designs plans for accommodations for eligible students. The office then notifies the students’ professors of the plan on file and requests specific accommodations for the students. The students’ privacy is safeguarded at all times. The Americans with Disabilities Act guidelines are adhered to always to assure full and equal participation in the services and activities of the university.

The types of services available include: adaptive PE, assistive technology, audio text, braille text, breaks during exams, calculator use during exams, carbonless paper for note takers, CCTV magnifier, closed/open captioning, assistive listening devices, computer screen readers, distraction reducing settings, electronic texts, enlarged print, extended due dates, extended time on exams, ground floor room (housing), handicapped accessible (housing), lab assistants, leniency with attendance, mobility orientation, need to-go box (dietary), non-shared bathroom
(housing), note-takers, on-campus transportation, oral description of whiteboard, oral interpreter, permission to stand/move/leave during class, preferential seating, priority registration, quiet room (housing), readers for exams, real time captioning, reduced full-time course load, registration assistance, scribes for exams, separate table and chairs, shared notes, sign language interpreters, single room (housing), speech to text software (exams), spell checker (exams), tape/digital recorders, text to speech software (exams), emotional support animals (housing), personal attendants (housing), meal plan exemption (dietary), and meal plan reduction (dietary). The Center for Online Learning on campus has the capacity to create closed captioning for videos as required.

Types of disabilities accommodated include: ADHD, autism spectrum disorder, chronic illness, hearing impairment, learning disability, mobility impairment, speech/language disorder, traumatic brain injury (including concussion), and psychological or visual impairment.

A copy of the Rights and Responsibilities for Accommodations for Students with Disabilities can be found in the University Student Handbook.
I, ______________________________________, have read and understand the Fresno Pacific University BSW Student Handbook.

________________________________                                          _________________________
Signature                                                                                                 Date