

Fresno Pacific University

School of Humanities, Religion and
Social Sciences

Social Work Program



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Social Work

Student Handbook

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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

Fresno Pacific University is the Valley's only accredited Christian university, connecting every student's untapped potential with unlimited opportunity for professional, personal and ethical growth. Nonprofit and independent, FPU offers more than 100 areas of study to 4,200 traditional undergraduate, adult degree completion, graduate and seminary students at the main campus in Southeast Fresno and throughout the Valley at regional campuses in North Fresno, Visalia, Bakersfield and Merced as well as online. The university also reaches about 8,000 students through professional development studies. Since class opened in 1944, FPU has encouraged first-generation students to achieve more.

As part of the broader effort to help community college students attain a bachelor's degree, FPU is working to smooth their path to admission and success. "I share the of view with Governor Brown that community colleges do great work for the students of California, as well as a commitment that those students, so important to the future of this state, must be aided in expanding their professional opportunities through bachelor's degrees and beyond," said FPU President Joseph Jones, Ph.D.

Here's what you need to know about FPU:

- Fresno Pacific University is a strength to California and the Central Valley
 - More than 95 percent of FPU students come from California.
 - FPU has the region's highest graduation rates, with 53 percent of students completing their degree in four years, and 58 percent in six years. The national average six-year rate is 42 percent, and the CSU rate is 16 percent. *
 - Over 2,000 FPU students are enrolled in bachelor's degree completion and master's degree programs in business, organizational leadership, nursing, education and ministry.
 - These programs serve the very California counties with the state's lowest rate of bachelor's degree attainment: **
 - California average 32 percent
 - Kings County 13 percent
 - Madera County 13 percent
 - Merced County 14 percent
 - Tulare County 14 percent
 - Kern County 16 percent
 - Fresno County 20 percent
 - Degree completion students live and work near the campus where they attend classes, and stay in and serve the region, entering or advancing in their profession and contributing more to their local communities.
- Fresno Pacific University provides a high-quality education to a variety of students
 - 49 percent of our students are the first in their families to attend college or university and graduate at the same rate as students in general.

- FPU is a Hispanic serving institution with about 45 percent of our students identifying as Latinx. These students graduate at the same rate as students overall.
- Our retention rate of students from first year to second is 80 percent, well above the national average of 69 percent. *
- Fresno Pacific University reaches out to community college and other transfer students
 - A two-year graduation guarantee is available to qualified transfer students
 - Special academic scholarships are offered to transfers
 - Enrollment Express events offer community college students the chance to register for FPU in one day and at one place
 - The university has built partnerships with Fresno City College and Bakersfield College and is expanding its influence with other community colleges to welcome their students
- Fresno Pacific University is respected
 - Ranked in the first tier among Regional Universities—West, as well as a “Best Value” in the category, by *U.S. News & World Report*.
 - On *Washington Monthly’s* “Best Bang for Your Buck-West” list.
- Fresno Pacific University is affordable and accessible for students
 - 67 percent of our students come from families who earn \$40,000 or less annually.
 - The average debt among graduates is \$21,500, well under the national average of \$37,172. *
 - Our student default rate is 4.4 percent, significantly less than the national average of 11.8 percent.
 - 98 percent of our students receive financial aid.
 - For an average actual cost, after public and private financial aid, of \$16,117 per year, attendees earn an average of \$41,000 within 10 years. *
- Fresno Pacific University makes success possible for students, communities and professions in California. What makes FPU’s success possible? Cal Grants!
 - 49 percent—58 percent of first-generation traditional undergraduates—have Cal Grants (this includes traditional undergraduate, degree completion and teacher credential students).

*College Scorecard collegescorecard.ed.gov/school/?114813-Fresno-Pacific-University

**Towncharts.com towncharts.com/California/Education/Merced-County-CA-Education-data.html

History of the Social Work Program

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. In 1998, FPU hired Donna Callahan, MSW as the program director, and she oversaw the traditional undergraduate program (TUG) format. In 2014, the program

expanded its offerings to create a second format, offering non-traditional students an opportunity to finish their degree in social work, taking classes in a blended course format. In 2018, Sonia Medina Pranger, LCSW, PPSC, became the program director for the TUG program. Prior to becoming program director, Medina Pranger was the clinical field faculty for both formats.

Jon Clark, DSW, was hired in 2014 program director of the Degree Completion format of the social work program. The first cohort of social work majors began in the spring semester of 2014 for their two-year (24 month) program. Dr. Clark has primary responsibility for the degree completion format. As co-directors, Dr. Clark and Medina-Pranger 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 in North Fresno, Visalia, and Merced. Currently, there is one field faculty member: Patricia Salas, MSW, who oversees the Fresno and Visalia field placements. In 2018, an additional faculty member, Dr. Kizzy Lopez, was hired as an assistant professor to teach research, thesis and other classes as needed in the degree completion program.

CSWE Accreditation

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

Accreditation of a baccalaureate or master's social work program by the Council on Social Work Education's Commission on Accreditation indicates that it meets or exceeds criteria for the assessment of program quality evaluated through a peer review process. An accredited program has sufficient resources to meet its mission and goals and the Commission on Accreditation has verified that it demonstrates compliance with all sections of the Educational Policy and Accreditation Standards.

Accreditation 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

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. ([fresno.edu/about/our-mission/fpu-idea](https://www.fresno.edu/about/our-mission/fpu-idea)).

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.

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.

The program collaborates with local non-profit and government agencies to provide active service-learning that addresses community needs and the core competencies of the Council on Social Work Education (CSWE). Foundational and generalist courses discuss human development, social policy, social work methods, practice and research, and include a 414-hour semester long internship. The social work program emphasizes an understanding of diversity, social work values and ethics, social justice and practice of professionalism in the field.

Capstone Experience-Field Education

The accreditation body that governs the benchmarks of student learning in social work education is the Council on Social Work Education (CSWE). “In its EPAS, CSWE (2008) identifies field education as the signature pedagogy (Shulman, 2005b) of social work education (Wayne,

J., Bogo, M., Raskin, M., 2013). Therefore, field education is identified as the capstone to which achievement of competencies is assessed. As the signature pedagogy, the content of practice skills that are developed during field education are vital to the work of graduating competent generalist social work professionals.

The primary objective of field instruction in the Fresno Pacific University (FPU) social work program is to provide the bachelors level social work student with an experiential learning opportunity that will allow them to incorporate coursework and program objectives into an actual job situation under the direct supervision of social service agency staff. The design of field instruction has included input from students, field instructors, and program faculty as well as aligning with the CSWE standards as the primary pedagogy for social work education.

Field instruction represents a culminating, capstone experience for the social work major at FPU. It represents the primary focus where the integration of theory and practice will take place. Field instruction is intended to be planned and thoughtful instruction designed to prepare the student for generalist social work practice. The student should learn the helping process as it is implemented by the agency and guided by the university's field instruction curriculum. In addition to the assignment of relevant social work tasks and cases, the field instruction affords students the opportunity for participation in group activity with clients, in problem-solving or program change within the agency or the community at large, and participation in consultation, staff conferences, and collaborative sessions with other social workers.

The program's eleven educational goals are aligned with the core values of the social work profession set out by National Association of Social Workers (NASW) and reinforced by the Council on Social Work Education (CSWE):

The eleven program goals address student education by explicitly stating the learning objectives which prepare students to fulfill the program's mission. These goals address student learning in the areas 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, preparing students to enter the profession as generalist practitioners, and preparing students to go on to higher education. This further fulfills the University mission to "educate students for leadership and service through excellence in Christian higher education."

These eleven program goals align with the CSWE 2008 Educational Policies and Accreditation Standards (EPAS). Below are the programs eleven goals with the corresponding CSWE EPAS.

SOCIAL WORK PROGRAM GOALS AND VALUES/CORE COMPETENCIES

1. The program will graduate students who apply themselves as professional social workers and conduct themselves accordingly. 2.1.1
2. The program will graduate students who apply social work ethical principles to guide professional practice. 2.1.2
3. The program will graduate students who apply critical thinking to inform and communicate professional judgments. 2.1.3
4. The program will graduate students who engage diversity and difference in practice. 2.1.4
5. The program will graduate students who advance human rights and social and economic justice. 2.1.5
6. The program will graduate students who engage in research-informed practice and practice-informed research.
7. The program will graduate students who apply knowledge of human behavior and the social environment. 2.1.7
8. The program will graduate students who engage in policy practice to advance social and economic well-being and to deliver effective social work services. 2.1.8
9. The program will graduate students who respond to contexts that shape practice. 2.1.9
10. The program will graduate students who engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. 2.1.10
11. The program will graduate students who articulate the relationship between social work and the Christian faith in the context of a liberal arts education informed by a Christian worldview and the Fresno Pacific University IDEA. 2.1.11

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 hybrid 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 are located in Visalia, North Fresno, and Merced. There are no other Bachelor of Social Work Programs in 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.

Students in both formats must complete a social work application packet prior to being officially admitted in the program. This packet includes an application, essay, reference letter, resume, and interview with a Program Director or designated social work faculty.

Traditional Undergraduate Format (TUG)

The course requirements for the TUG format 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-100: Perspectives of Social Work Practice (1) 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.

There is a cap of 40 for students in the North Fresno and Visalia campuses. The cap for the Merced campus is 20. After the cap is reached, a waiting list will be generated. Priority for the waiting list will be given to the most qualified applicants.

Attendance Policy (DC)

Electronic attendance in blended and online courses is taken by an automated system and may be amended by faculty. Faculty may adopt stricter requirements than those listed below, see course syllabus for details.

For blended courses, regular attendance is defined as attending face-to-face instruction or academically engaging with online course material once a week at a minimum. Failure to attend the online or the onsite portions of a course during a one-week period will result in an absence. Students registered for blended courses who neither attend the face-to-face instruction nor academically engage with the online course material during the first week will be marked absent and administratively dropped from the course.

Academic engagement is tracked by certain types of online activities. Academic engagement in the Moodle online environment is defined as submitting assignments and/or interacting with Moodle activities. Examples of Moodle activities are assignments, blogs, chat, choice, databases, discussion forums, glossary, journal, questionnaires, quizzes, surveys, wikis, or workshops. Logging into Moodle and/or looking at resources such as videos, websites, articles, or books are not output-type activities and will not be considered online attendance.

Automated attendance is recorded every Monday at 12:01am for the previous Monday through Sunday week. Assignments done in a week other than the one when the assignment is due will not count towards attendance for any future or previous week. Students who do not participate in online activities weekly are at risk for failing the course, which may affect their academic or financial standing.

In an accelerated, nontraditional degree program attendance is mandatory, so there are no “excused” absences. For blended courses, an absence is defined as nonattendance for all or a portion of the face-to-face class session exceeding 20 minutes or failure to engage in an online activity. Students who are up to 19 minutes late will be marked tardy. Being tardy three times equals one absence. Students who are absent for more than one face-to-face or two online portions of class automatically receive a grade of F.

Students who do not attend the first week of class will be administratively dropped from the course, unless the instructor grants a notified absence. A notified absence at the first-class session is still counted as an absence for course purposes.

Incomplete Grade (DC)

Students may request a grade of incomplete for a course when illness, family tragedy or similar difficulty makes it impossible for them to complete course requirements on time. Requests for incompletes are not approved in cases where students have not completed work due to negligence or lack of effort, or are not satisfied with their grade. Requests for incompletes must be submitted prior to the last day of class and be approved by the instructor and the dean. Students do not re-register to finish incomplete coursework; however students are required to finish coursework no later than the stated deadline period. Normally the course must be completed with the instructor who assigned the incomplete grade. Incomplete grades that are not removed by the end of the deadline period will be converted automatically to the grade

assigned by the instructor. A degree cannot be granted with an incomplete grade on the transcript.

When an incomplete is granted for traditional undergraduate courses, the maximum deadline for completing course requirements is the end of the next sequential term (spring, summer, fall). Degree completion students have a maximum of 30 calendar days from the last day of class to finish incomplete coursework.

Registration Status (DC)

If a student is not officially enrolled or on the class roster, they cannot continue. This may be due to financial holds or other areas that need to be resolved before they can be in class. Any questions regarding registration status can be directed to Pridjet Butler or Yesenia Villasenor (academic advisors in North Fresno and Visalia) to resolve any issues that may hinder their enrollment.

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 1 Course Descriptions

Traditional UG Format	Course Title and Description	Degree Completion Format
SW 120	<p>Helping People: An Introduction to Social Work (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.</p>	SW 122

Traditional UG Format	Course Title and Description	Degree Completion Format
SW 300	<p>Human Behavior in the Social Environment (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.</p>	SW 301
SW 320	<p>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.</p>	SW 321
SW 350	<p>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 polices that direct the societal response to human need, social and economic justice, and oppression.</p>	SW 351
SW 360	<p>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.</p>	SW 361

Traditional UG Format	Course Title and Description	Degree Completion Format
SW 400	<p>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.</p>	SW 401
SW 410	<p>Working with Groups (3 units) Students experience the group process by forming small groups. The class then uses this experience, along with 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.</p>	SW 411
SW 420	<p>Becoming a Change Agent (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.</p>	SW 421
SW 431	<p>Cultural Competence in Social Work Practice (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.</p>	SW 430

Traditional UG Format	Course Title and Description	Degree Completion Format
SOC 461	<p>Introduction to Social Science Research (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.</p>	SW 462
SW 480-482	<p>Senior Seminar in Social Work 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.</p>	SW 493-496
	<p>Senior Thesis 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.</p>	
	<p>Field Instruction in Social Work Field instruction is the culmination of a student's social work education. Each student is placed in an agency mutually</p>	

Traditional UG Format	Course Title and Description		Degree Completion Format
	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.		

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 DC Social Work FPU Regional Campuses (North Fresno, Visalia, 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) **Must be passed with a C- or better in order to proceed to SW 480, SW 481, and SW 482**

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>

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) **Must be passed with a C- or better in order to proceed to semester 4**

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) or any Human Biology course
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.

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 or academic advisor 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 or applicable social work faculty 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. Students are notified of admission within three weeks.

Notification of Applicants

Students are notified about admissions decisions via e-mail or in person. 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, sex, disability, sexual orientation or gender identity.

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 an 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 secondary, 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.

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

See the field manual for all information related to the field experience portion of the major.

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, specifics of the course sequences, classroom and online experience, and other academic and administrative functions are explained.

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.
4. Demonstrate understanding and practice of the NASW Code of Ethics.
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. The cohort representative receives a small stipend from the university in support of this role. 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/Staff

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

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, Community Organizing, Integration of Faith and Practice.

Major Teaching Areas: Urban Society and the Welfare State, Social Problems and Public Policy, Cultural Competency in Social Work Practice, and Becoming a Change Agent.

Jon.Clark@fresno.edu

Sonia Medina Pranger, LCSW, is the program co-director, focusing on the traditional undergraduate 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 and social work practice.

Sonia.Pranger@fresno.edu

Pridjet Butler, BSW, works as the academic advisor for the North Fresno Campus. Pridjet was in the first graduating class of the BSW degree completion program in 2016 and is now giving back through advising students going through the program. She enjoys encouraging students to reach their goals. Butler is currently in the MFT program at Fresno Pacific Seminary.

Pridjet.Butler@fresno.edu

Rebekah Gutierrez, B.A., is the administrative assistant to Dr. Clark in the Degree Completion Program. Gutierrez helps with Moodle implementation of classes, work study verification for students, communication to adjuncts and students, and a host of other tasks that makes her a valuable member of the social work team.

Rebekah.Gutierrez@fresno.edu

Kizzy Lopez, Ed.D., is a full time faculty member for the Social Work Degree Completion Program. BA and MA, National University, Pupil Personnel Services Credential from the California Commission on Teacher Credentialing, with an emphasis on School Counseling.

Ed.D., Azusa Pacific University.

Interest Areas: Foster care, research, Intersectionality of race and gender

Major Teaching Areas: Introduction to Social Science Research and Thesis

Kizzy.Lopez@fresno.edu

Patricia Salas, MSW, is field faculty for the Visalia campus. BSW and MSW, California State University, Fresno.

Interest Areas: At-risk Youth, Child Welfare, Adoptions, School Counseling,

Major Teaching Areas: Integrative Seminar, Foundations of Social Work Practice, Social Problems and Public Policy.

Patricia.Salas@fresno.edu

Yesenia Villasenor, BSW, works as the academic advisor for Visalia and Merced campuses. She graduated with her BSW from Fresno Pacific's Visalia campus. She is committed to seeing students succeed in their goals.

Yesenia.Villasenor@fresno.edu

Emeritus Professor: Donna M. Callahan, MSW, MA, PPSC

Donna Callahan was the social work program director for 20 years, appointed to the position in 1998. She developed a reputation of excellence in social work education and for graduating students who go on to be successful leaders in the Central Valley. Prior to teaching, she had twenty years of experience as a social worker, program director, and nonprofit agency executive director. She has experience in working with children and families, medical social work, and school social work in addition to providing community leadership to commissions addressing the needs of youth. She has also been a board member for local agencies and the California State Council on Children and Youth. Most recently she has served on the Boards of Directors of Older Adult Social Services and Valley Teen Ranch. Ms. Callahan retired from her position as Program Director (TUG) on May 2018 and was appointed as Emeritus Professor of Social Work. Students on the main campus continue to glean from her knowledge and experiences as Ms. Callahan teaches varied courses on occasion.

Adjunct Instructors

Christina Agda, MSW, PPSC

Tjesca Alvares, LCSW

Hubert Alvarez, BSW, MA

Jason Boatwright, MSW

Natalie Bolin, LCSW

Daniel Burns, LCSW

Donna Callahan, MSW

Addie Carr, MSW

Kariisa Carrasco, MSW

Raquel Carraway, MSW, PPSC

Caine Christensen, LCSW

Roxanne Farias, MS

Tonya Franklin, LCSW

Felicia Garza, MSW, PPSC

Janelle Goh, LCSW

Stephanie Grant, DSW

Anita Guerrero-Ortiz, MS

Tumani Heights, MSW, PPSC

Erika Hernandez, MSW

Bethany Keep, LCSW

Sandy Little, PsyD, MSW

Edgar Manriquez, MSW

Lusia Martinez, MSW

Luis Melgoza, MSW

Felciity Moreno, LCSW, PPSC

Sai Mouanoutoua, MSW

Darlene Murray, MPA, EdD

Amber Nichols, LCSW

Patsy Waderker-Perry, MSW, PsyD

Kevin Pranger, MA

Guadalupe Ramos, MSW

Melissa Rhea, Ed.D.

Deshunna Ricks, MSW, DOL

Alistair Robertson, MSW

Courtney Sallam, MSW

Miriam Sallam, MSW

Eleanor Speakes, LCSW, PPSC

Kalisha Spoomer, LCSW

Cris Vang, 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

Print Name

University BSW Student Handbook.

Signature

Date