



Student Handbook

Master of Social Work Program

2022-2023

Department of Social Work

College of Health and Human Development

California State University, Fullerton

Department of Social Work

Education Classroom 207

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Fullerton, CA 92831

657-278-8452

[MSW Website](#)

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I. PREFACE

This handbook is not a substitute for the current catalog of the California State University, Fullerton. Students are to be familiar with the official University policies delineated in the [University Catalog](#). The University Catalog is the primary source of policies and procedures governing all academic programs.

II. GENERAL INFORMATION

A. Faculty and Staff

1. Full-Time Faculty (refer to the [MSW website](#) for bios)

- Lori Allemand, MSW, LCSW
- Caroline Bailey, Ph.D.
- Gordon Capp, Ph.D., MSW
- David Chenot, Ph.D., MSW, LCSW (Emeritus Faculty)
- Brittany Eghaneyan, Ph.D., MSW
- Michelle Fernandes, MSW, LCSW
- Marlene Flores-Avila, MSW, LCSW
- Sean Hogan, Ph.D., MSW
- Juye Ji, Ph.D., MSW
- Mikyong Kim-Goh, Ph.D., MSW, LCSW (Department Chair)
- Karen Kyeunghae Lee, Ph.D., MSW, LCSW
- Erica Lizano, Ph.D., MSW
- Michelle Martin, Ph.D., MSW
- Marcella Mendez, MSW, LCSW
- Debra Saxton, MSW, LCSW
- Kelly Segovia, MSW, LCSW
- Duan Tran, MSW

2. Part-Time Lecturers

Refer to the [MSW website](#) for current list

3. Administrative Staff

Refer to our website for [current MSW staff](#).

B. Community Advisory Board

The [Community Advisory Board](#) serves as the official bridge between the Department of Social Work and the community. The Board advises the faculty on issues relevant to the Community/University relationship and serves to support the Department in a variety of ways. They discuss the nature of field instruction and the relationship between class and field. They participate in fundraising efforts and represent the Department at events at the University and in the community. The Chair of the Department is the link between the Board, faculty, and student body.

III. MISSION, GOALS, AND OBJECTIVES

A. Department of Social Work Mission Statement

The mission of the Department of Social Work at California State University, Fullerton, is to educate emerging and committed professionals for social work practice with vulnerable, marginalized, and underrepresented populations. We are committed to developing competent, ethical, and effective social workers who will promote integrity in the profession and provide leadership in advancing social work knowledge, addressing social problems, and advocating for social justice. We engage communities and organizations in an effort to educate developing professional social workers while offering the wider community relevant expertise and assistance. We believe in the inclusion of individuals and groups from socially, culturally, and economically diverse environments, with special sensitivity to the multicultural communities of Orange County and the Southern California region. We also educate students toward a greater understanding of social work, human rights, and social justice from a global perspective.

B. Social Work Program Goals

The purpose of the social work profession is to promote human and community wellbeing. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social and economic justice, the prevention of conditions that limit human

rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally ([CSWE 2015](#)).

The Social Work Program goals are to:

1. Promote faculty, student, and community collaboration in research
2. Promote and integrate social and economic justice across the curriculum
3. Advance an innovative and effective program led by competent and diverse faculty
4. Enhance engagement with diverse communities through mutually empowering partnerships
5. Prepare students to become leaders in effecting change

C. Core Values

Service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence

D. Generalist Practice Objectives

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice ([CSWE 2015](#)).

The objective of the Master of Social Work Program is to educate committed, culturally competent professionals for direct social work practice with vulnerable populations. Students of various academic and career

backgrounds are brought together to be educated on child welfare and community mental health topics with specialized emphasis placed on multicultural groups, organizations and communities.

The California State University, Fullerton, Master of Social Work Program defines its overall objective as the preparation of students for professional social work practice. This is the foundation which sets the context for the achievement of specific competencies as defined in the CSWE Educational Policy Statement.

- *The Council on Social Work Education requires nine Competencies:*

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Competency 4: Engage in Practice-informed Research and Research-informed Practice

Competency 5: Engage in Policy Practice

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

E. Advanced Generalist Practice Objectives

Advanced generalist practice builds on generalist practice, adapting and extending the Social Work Competencies for practice with a specific population, problem area, method of intervention, perspective or approach to practice.

Advanced generalist practice augments and extends social work knowledge, values, and skills to engage, assess, intervene, and evaluate within an area of specialization. Advanced generalist practitioners advocate with and on behalf of clients and constituencies in their area of specialized practice. Advanced generalist practitioners synthesize and employ a broad range of interdisciplinary and multidisciplinary knowledge and skills based on scientific inquiry and best practices, and consistent with social work values. Advanced generalist practitioners engage in and conduct research to inform and improve practice, policy, and service delivery ([CSWE 2015](#)).

Within the context of the advanced generalist practice curriculum, all students must select an area of focus. The three areas of focus available to students at the Fullerton main campus are *aging*, *child welfare*, and *community mental health*. For the part-time program, due to the size of the cohort (25-30 students), students may select from *child welfare* or *community mental health*. The advanced social work practice and policy courses in the advanced generalist practice curriculum correspond to the each student's area of focus.

1. Aging Focus

The Aging focus prepares students to become gerontological social workers, helping older adults and their families maintain well-being, overcome problems and achieve maximum potential during later life. A key function of a gerontological social worker is to promote independence, dignity, and autonomy.

Objectives:

- 1) Students will demonstrate knowledge of social work roles and practices in working with older adults.
- 2) Students will understand the physical, psychological, emotional, and social impacts of the aging process on older adults.
- 3) Students will understand the diversity present in working with older adults and its implications to competent social work practice with this population.
- 4) Students will articulate his or her attitudes and beliefs toward older adults and working with an aging population.
- 5) Students will demonstrate knowledge of historical evolution of aging policies and services in the U.S.

Students will demonstrate familiarity with social, organizational and political theories and principles for service delivery systems to older adults that guide federal, state and local policy making and service delivery.

2. Child Welfare Focus

The Child Welfare focus prepares students to promote and empower children and their families' safety, permanency and their well-being in public and private child welfare agencies settings including welfare/protective services, health care, mental health public social services, schools, community-based outpatient agencies, corrections/juvenile justice, residential treatment, programs for persons with developmental disabilities, domestic violence shelters and other specialized programs.

Objectives:

- 1) Students will, upon graduation, assume leadership and policy advocacy roles in social welfare agencies serving children and families.
- 2) Students will demonstrate advanced knowledge and skills to engage in direct practice interventions with clients in public child welfare settings.
- 3) Students will demonstrate skills necessary to practice with diverse populations in a variety of practice venues using multicultural sensitive assessment and intervention frameworks.

- 4) Students will learn and apply research, evaluation and evidenced-based literature in a systematic and applied manner in order to build a knowledge base for action on behalf of clients and agencies.
- 5) Students will gain the information and understanding necessary to conduct a direct practice that meets legal and ethical standards within the context of the values of the social work profession and accepted child welfare practice models.

3. Community Mental Health Focus

The Community Mental Health focus prepares students to work with various client populations across the mental health care system including children, families, adults, and older adults.

Objectives:

- 1) Students will, upon graduation, assume leadership and policy advocacy roles in social welfare agencies serving community mental health clients.
- 2) Students will demonstrate advanced knowledge and skills to engage in direct practice interventions with clients in community mental health settings.
- 3) Students will demonstrate skills necessary to practice with diverse populations in a variety of practice venues using multiculturally sensitive assessment and intervention frameworks.
- 4) Students will learn and apply research, evaluation and evidenced based literature in a systematic and applied manner in order to build a knowledge base for action on behalf of clients and agencies.
- 5) Students will gain the information and understanding necessary to conduct direct practice that meets legal and ethical standards within the context of the values of the social work profession and within guidelines for appropriate mental health practices.

IV. PROGRAM OVERVIEW

A. Master of Social Work (MSW) Curriculum

The MSW at CSUF requires completion of **60 semester unit hours** over two years of **full time** study or three years of **part time** study. Foundation coursework is based on a generalist social work practice curriculum that prepares students for advanced generalist practice in one of three focus areas, **Aging, Child Welfare, or Community Mental Health**. While these focus areas are designed to allow students to specialize on a particular population, the student's education will contain sufficient generalist practice information to allow them to transfer this knowledge to any population or service setting. The program will emphasize a **Direct Practice** method. This methodological approach is designed to prepare students for advanced practice and leadership roles in public and non-profit social services agencies serving children, youth, older adults, and families and in those providing community mental health services to the chronically and seriously mentally ill.

1. Generalist Practice Curriculum

The generalist practice curriculum courses provide students with knowledge of critical thinking within the social work context, and an understanding of the values of the profession and its ethical standards and principles. All generalist practice courses address the issue of social work practice without discrimination and focus on the value of respect for clients regardless of age, class, race, ethnicity, gender, religion, sexual orientation, family structure or disability. The generalist practice courses provide students with:

- knowledge of the history of the social work profession and its contemporary structures and issues
- understanding of how to apply generalist practice skills within systems of all sizes
- how to function within the structure of organizations and service delivery systems
- how to seek necessary organizational change.

The multicultural perspective is a key component of the California State University, Fullerton, Master of Social Work Program. The key goal in emphasizing the multicultural perspective is to prepare students to practice social work effectively in an increasingly complex and diverse society. Therefore, all courses in the MSW program incorporate a

multicultural perspective in the curriculum, with the goal of increasing students' sensitivity to the specific needs of all social and cultural groups.

- MSW 501: Social Work Perspectives on Human Behavior I (3)
- MSW 502: Social Work Perspectives on Human Behavior II (3)
- MSW 503: Social Work Perspectives on Human Behavior III (3)
- MSW 510: Social Work Practice I (3)
- MSW 511: Social Work Practice II (3)
- MSW 520: Social Welfare Policy and Services I (3)
- MSW 521: Social Welfare Policy and Services II (3)
- MSW 530: Applied Social Work Research Methods I (3)
- MSW 540: Social Work Field Instruction I (3)
- MSW 541: Social Work Field Instruction II (3)
- MSW 550: Social Work Practice with Diverse Populations (3)

2. Advanced Generalist Practice Curriculum

The advanced generalist practice curriculum builds upon the generalist practice courses and are more focused in nature, preparing students for autonomous professional social work practice in the areas of aging, child welfare, or community mental health. At the advanced generalist practice level, students are expected to understand theory, analyze it for its contextual properties and implement culturally competent practice in one of the focus areas. Additionally students will be prepared to evaluate their practice and programs, and create research questions that demonstrate advancement of ideas with specific populations. Furthermore, students are expected to understand the connection between personal troubles and social issues, and realize that social change is a natural extension of social work practice at all levels. They will be prepared to advocate and organize to this end. Under the supervision of program approved field instructors, students will complete internship hours that allow them to carry out advanced generalist practice curriculum objectives. At the conclusion of their study, students will prepare a capstone project that reflects their knowledge, skills and values as professional social workers.

Aging Focus

The California State University, Fullerton, Master of Social Work Program aims to prepare advanced gerontological social work professionals as change agents who have a current knowledge of theories related to aging process, policy, and practice.

- MSW 516: Aging and the Life Course: Advanced Social Work Practice (3)
- MSW 524: Aging: A Multigenerational Perspective Policy and Social Work (3)
- MSW 542: Advanced Social Work Field Instruction I (3)
- MSW 543: Advanced Social Work Field Instruction II (3)
- MSW 564: Macro Social Work in Communities and Organizations (3)
- MSW 596/597: Master's Project (3/3)

Electives: May be taken outside of the MSW program (6)

- MSW 570: Social Work Practice with Addiction Disorders (3)
- MSW 571: Social Work Perspectives on Developmental Psychopathology and Family Context (3)
- MSW 572: Spirituality, Religion, and Social Work (3)
- MSW 573: Trauma-Focused Social Work Practice (3)
- MSW 574: Death and Dying: Social Work Practice and End-of-Life Care (3)
- MSW 575: International Social Work (3)
- COUN 522: Techniques of Brief Treatment and Assessment (3)
- COUN 525: Psychopharmacology for Counselors (3)
- COUN 535: Addictions Counseling (3)
- PUBH 520: Advanced Topics in Community Health (3)
- PSYC 545: Advanced Psychopathology (3)
- AGNG 503: Aging and Public Policy (3)

Child Welfare Focus

The California State University, Fullerton Master of Social Work Program aims to prepare advanced child welfare professionals as change agents who have a current knowledge of theories related to children, youth, and family services.

- MSW 512: Child Welfare: Advanced Practice I (3)
- MSW 522: Child Welfare Policy and Social Work (3)

MSW 542:Advanced Social Work Field Instruction I (3)
MSW 543:Advanced Social Work Field Instruction II (3)
MSW 564:Macro Social Work in Communities and Organizations (3)
MSW 596/597: Master's Project (3/3)

Electives: May be taken outside of the MSW program (6)

MSW 570: Social Work Practice with Addiction Disorders (3)
MSW 571: Social Work Perspectives on Developmental Psychopathology
and Family Context (3)
MSW 572: Spirituality, Religion, and Social Work (3)
MSW 573: Trauma-Focused Social Work Practice (3)
MSW 574: Death and Dying: Social Work Practice and End-of-Life Care (3)
MSW 575: International Social Work (3)
COUN 522: Techniques of Brief Treatment and Assessment (3)
COUN 525: Psychopharmacology for Counselors (3)
COUN 535: Addictions Counseling (3)
PUBH 520: Advanced Topics in Community Health (3)
PSYC 545: Advanced Psychopathology (3)
AGNG 503: Aging and Public Policy (3)

Community Mental Health Focus

The California State University, Fullerton, Master of Social Work Program aims to prepare advanced mental health practitioners with a current knowledge of theories related to care, support and activism in the community mental health arena.

MSW 514: Community Mental Health: Advanced Practice I (3)
MSW 523: Mental Health Policy and Social Work (3)
MSW 542: Advanced Social Work Field Instruction I (3)
MSW 543: Advanced Social Work Field Instruction II (3)
MSW 564: Macro Social Work in Communities and Organizations (3)
MSW 596/597: Master's Project (3/3)

Electives: May be taken outside of the MSW program (6)

MSW 570: Social Work Practice with Addiction Disorders (3)

- MSW 571: Social Work Perspectives on Developmental Psychopathology and Family Context (3)
- MSW 572: Spirituality, Religion, and Social Work (3)
- MSW 573: Trauma-Focused Social Work Practice (3)
- MSW 574: Death and Dying: Social Work Practice and End-of-Life Care (3)
- MSW 575: International Social Work (3)
- COUN 522: Techniques of Brief Treatment and Assessment (3)
- COUN 525: Psychopharmacology for Counselors (3)
- COUN 535: Addictions Counseling (3)
- PUBH 520: Advanced Topics in Community Health (3)
- PSYC 545: Advanced Psychopathology (3)
- AGNG 503: Aging and Public Policy (3)

3. Field Instruction

Field instruction is an integral component of the curriculum in social work education. Students enrolled in Field Practicum spend sixteen to twenty hours each week in a field placement applying the knowledge, skills, and values learned in other courses. The field experience is guided by an individualized learning contract that students develop with their field instructors. They meet with a field instructor or agency task supervisor for a minimum of 1½ hours per week. As part of the Field instruction, students also participate in a weekly two-hour seminar each week.

Students will take MSW 540 and MSW 541 during the first year of the program. These are the Field Seminars and provide students with opportunities to process the experience gained in the field placement agency, gain insight into themselves and direct practice modalities, and explore alternative approaches. During the second year of the program, students will take MSW 542 and MSW 543. These Advanced Year Field Seminars will be specific to the chosen focus of Aging, Child Welfare, or Community Mental Health and will help the student process the experience gained in the specific field placement and to further expand their direct practice skills. By the end of the program, students will have logged 1050 clock hours in field placement.

The Program places students in agencies in Orange and other selected counties. A selected group of highly qualified field faculty members

supervise students placed in those agencies. Field placement assignments are collaborative decisions of the Director of Field Education, field faculty, faculty supervisor, student, and, in some cases, the Program Director.

Please read [Student Field Education Manual](#) for more details.

4. Master's Project

The CSU system requires a culminating experience for graduate education in the form of a thesis or a project. The MSW program requires students to participate in the Master's Project as the culminating experience and as a prerequisite to graduation and awarding of the MSW degree.

V. ETHICAL CONDUCT

A. Preamble of the National Association of Social Workers (NASW) Code of Ethics

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual wellbeing in a social context and the well-being of society. Fundamental to social work is attending to the environmental forces that create, contribute to, and address problems in living. Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities.

Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organization, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of

organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. The core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

Read the [NASW Code of Ethics](#).

B. Purpose of the NASW Code of Ethics

Professional ethics are the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The NASW Code of Ethics sets forth these values, principles, and standards to guide social workers' conduct. The Code is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

C. NASW Code of Ethics as Applied to MSW Program

It is the expectation of the Cal State Fullerton Social Work Department that students will uphold the NASW Code of Ethics in the classroom and during the field practicum experiences. Student behavior that is contrary to the guidelines for professional conduct for social workers as specified in the NASW Code of Ethics will be reviewed by the Student Status Review Committee (SSRC) and could result in dismissal of student from program.

VI. DEGREE REQUIREMENTS

The University confers the MSW degree upon fulfillment of the following requirements:

A. Credit Requirements

For the program, completion of 60 hours of graduate credit is required.

B. Completion of Field Practicum

A student in the program must successfully complete the generalist practice field practicum to be eligible to enter the advanced generalist practice field practicum. To be eligible for graduation the student must complete the advanced generalist field practicum.

C. Transfer of Courses; Testing out of Courses

Graduate course work from another CSWE-accredited social work program may be allowed as transfer credit toward the MSW degree if the course work meets specified criteria below:

- a) Coursework must have been taken within three years prior to enrollment in the MSW program at CSUF. Only "A" and "B" grades are granted credit at California State University, Fullerton.
- b) If the course is to substitute for a foundation course, it must have equivalent content taken at an accredited social work program.
- c) Generally, no course transfers are permitted for advanced generalist practice curriculum courses.
- d) Transcripts and course syllabi or other explanations of course content may be required to judge appropriateness. The Department Curriculum Committee is responsible for making decisions on transfer of credits.
- e) All coursework that counts for the master's degree must have been completed within the five-year period immediately preceding the approved application for graduation.

Students who have completed a BSW may test out of foundation courses.

- a) A written request must be submitted to the chair of the department that includes the syllabus from the course already completed. This request must be made in time for arrangements to be made for testing with appropriate faculty prior to the start of the student's first semester in the program.

- b) The foundation courses where testing out is an option include the research classes (530), the policy classes (520 and 521), foundation practice (510 and 511) and foundation human behavior classes (501 and 502). For courses that occur in a sequence, students must successfully test out of the first course before requesting to test out of the second course.
- c) All courses in the foundation year curriculum have either a final exam or comprehensive paper; this will be used as a test of competency for the student. The exam or paper will be graded by a professor who regularly teaches that class. Students must receive a grade of "B" or higher.
- d) After submitting their request, students will be provided with the syllabus for the class that they wish to test out of. They will have two weeks in which to study for the exam or write the paper. This must take place before the beginning of the semester; location for taking the exam will be arranged by the instructor and student

D. Life or Work Experience

In accordance with the standards of the accrediting body, the Council on Social Work Education, it is the policy of the Program not to grant academic credit for previous life or work experience at either the undergraduate or graduate level.

E. Specified Study Plan

Each graduate student, in consultation with the student's academic advisor, will complete a Plan of Study appropriate for the master's degree and the student's academic and/or professional goals. The advisor will certify the completion of the student's Plan of Study. ([Full-Time Plan](#); [Part-Time Plan](#))

F. Academic Performance Requirements

All graduate students must maintain a [grade point average of 3.0](#), or an average grade of "B," or better in all courses taken to satisfy the requirements for the degree as specified in each student's Plan of Study. A course in which no letter grade is assigned shall not be used in computing the grade point average.

G. Time Limit for Completing the Program

Full-time students normally complete the program in two years, and part-time students will normally complete the program in three years. Courses are offered to allow students to complete the program within those times.

[CSUF Graduate Studies](#) specifies that a master's degree shall be completed within a five-year period. When individual circumstances warrant, this time limit may be extended for up to two years. A student may request an extension by filing a petition with the Office of Graduate Studies prior to the expiration of the five-year limit.

H. Leave of Absence

Leave of absence is handled in accordance with University regulations as stated in the University Catalog. Students may request a leave of absence for up to one year. Graduate students qualify for a leave if they have completed at least six units of work in residence at Cal State Fullerton toward the degree. Visit [CSUF Graduate Studies](#) for more details.

I. Advancement to Second Year of Program

Full-time students will be evaluated for advancement to second year by the faculty as a whole prior to the beginning of the second year course of study. Students with a cumulative grade-point average below 3.0 will automatically be placed on Academic Notice (formerly Academic Probation). Students who do not raise their GPA within two semesters of being placed on academic notice will be subject to disqualification from the University. Students with a GPA of 3.0 or better, who have fulfilled all conditions of admission, and who receive a positive recommendation from the field evaluation process will be advanced.

J. Continuous Enrollment for Graduate Candidacy Standing

Graduate students who have been advanced to candidacy and have completed all course work required by the master's degree program but who have not completed the culminating experience (Master's Project) may enroll in GRAD 700 through the Graduate Studies Office for the purpose of maintaining continuous enrollment at CSUF. The student will continue to register for this course each academic term until the culminating experience requirement for the master's degree is completed, within the 5-year limit specified by Graduate Studies.

K. Application for Graduation

A student becomes a candidate for graduation after a graduation check request is submitted and the fee is paid for graduation by the student and an

affirmative recommendation is made by the Graduate Program Adviser. An overall minimum graduate grade-point average of 3.0 (B) for all Study Plan coursework is required. If you need to change your projected date of graduation, you must inform the Graduate Studies Office as soon as possible by filing a [Change of Graduation Date](#) form.

VII. ADVISEMENT

A. Advisement as a Tool to Students

Every student is assigned to an academic advisor before they are invited to the program orientation. These faculty advisers assist the students in assessing their particular strengths and help them select their areas of study. Students are helped to assess their objectives in relation to their future career goals and learning needs. They also help to evaluate what practicum setting will best meet their interests and learning needs.

Faculty advisers meet with students on a regular basis to assess progress and to identify potential problems associated with performance in the classroom and the field. The advisors are required to fill out the relevant columns of the student's Plan of Study kept in the Social Work office. The students are strongly advised to meet their advisors at least once every semester.

The student is automatically placed on academic notice whenever the GPA falls below 3.0. The Graduate Studies Liaison notifies the respective academic advisor as soon as this happens.

B. Purposes of Advisement

Student advisement is an integral part of the educational experience and a major faculty responsibility. The advisement system has the following purposes: 1) to provide each student with a faculty member who knows the student's educational interests, goals, and educational program and who serves as a resource in assisting the student in his/her total educational experience; and 2) to provide the Program with a clear channel through which to carry out certain administrative functions in reference to each student.

C. Duties and Responsibilities of the Advisor

The advisor has primary responsibility for helping the student make maximum use of learning opportunities and, in general, acts to advance the student's best interests.

Specifically, the advisor:

1. Works closely with the student at the beginning of the educational experience to complete the Plan of Study. The student keeps a copy of the plan and the academic advisor places the original in the Department's Plan of Study file to be updated each semester as needed;
2. Assists with registration when needed;
3. Consults with the student regarding short and long term educational goals;
4. Assists the student in choosing their area of focus, during the student's first semester, and choosing electives to meet his/her goals; (Area of Focus Declaration Form: [Full-Time](#); [Part-Time](#))
5. Directs the student to the Field Director for field placement;
6. In the event it is deemed useful/necessary, will initiate an Academic Support Meeting for the student and chair the meeting, working with the student to implement the recommendations that ensue; and
7. Is available to the student to discuss personal issues as they impinge on the student's educational experience and, if indicated, make appropriate referrals to University and community resources.

The student must meet with the advisor at least once every semester to review academic progress.

D. Change of Advisors

When students select their areas of focus, they may change advisors to a faculty member who teaches in the focus area they have selected, if this has not coincided with the initial assignment. Students may request a change of advisors to the Department Chair. Such changes will take into consideration the student's preferences to the degree possible. Reassignment is based on faculty workload and agreement from involved faculty members.

VIII. UNIVERSITY POLICIES AND PROCEDURES

A. Non-Discrimination Policy

Cal State Fullerton is comprised of individuals from diverse backgrounds. The University takes pride in being a culturally diverse campus that promotes equal opportunity. It is essential that the entire University community recognize the need for an awareness of, sensitivity to and respect for the cultural heritage, gender and sexual orientation of others. Individual(s) or group(s) actions or activities that promote degrading or demeaning social stereotypes based on age, disability, ethnicity, gender, gender expression, gender identity, national origin, race, religion, sexual orientation or veteran status will not be tolerated. Students who behave abusively toward members of the University community based on the aforementioned criteria will face serious consequences and will be subject to disciplinary action. Any student who commits acts of discrimination, harassment or retaliation manifested by acts or threats of physical abuse, verbal abuse and/or hazing activities may be subject to suspension or expulsion from the University.

View CSUF's [Nondiscrimination Policy and Complaint Procedures](#)

B. Sexual Harassment

Sexual harassment is prohibited by Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, the California Fair Employment and Housing Act, as well as under CSU Executive Order 345. California State University, Fullerton is committed to creating and maintaining an environment in which faculty, staff, and students work together in an atmosphere of mutual respect and unconstrained academic interchange. In the university environment, all faculty, staff, and students are entitled to be treated on the basis of their qualifications, competence, and accomplishments without regard to gender. Individuals are entitled to benefit from university programs and activities without being discriminated against on the basis of their sex. Sexual harassment violates university policy, seriously threatens the academic environment, and is illegal. The policy on campus is to eliminate sexual harassment and to provide prompt and equitable relief to the extent possible.

Sexual harassment includes such behavior as sexual advances, request for sexual favors, and other verbal or physical conduct of a sexual nature directed toward an employee, student, or applicant when one or more of the following circumstances are present:

- Submission to or toleration of the conduct is an explicit or implicit term or condition of appointment, employment, admission, or academic evaluation;
- Submission to or rejection of such conduct is used as a basis for a personnel decision or an academic evaluation affecting an individual;
- The conduct has the purpose or effect of interfering with a student's academic performance, creating an intimidating, hostile, offensive or otherwise adverse learning environment, or adversely affecting any student.

At CSUF, all matters of harassment are referred to the [Title IX and Gender Equity Office](#). Title IX requires the university to designate a Title IX Coordinator to monitor and oversee overall Title IX compliance. The campus Title IX Coordinator is available to explain and discuss your right to file a criminal complaint; the [university's complaint process](#), including the investigation process; how confidentiality is handled; available resources, both on and off campus; and other related matters. If you are in the midst of an emergency, please call the police immediately by dialing 9-1-1.

Any student believing to be harassed should report incident(s) to the Department Chair, their advisor, or other faculty member. Title IX policies will be adhered to in terms of reporting structure. Substantiated charges of harassment by a student may result in dismissal from the program. In addition, Chair, advisor, or faculty member may assist student with reporting the alleged misconduct/violation of the Student Conduct Code to the Dean of Students.

In the event that you choose to write or speak about having survived sexual violence, including rape, sexual assault, dating violence, domestic violence, or stalking and specify that this violence occurred while you were a CSUF student, federal and state

education laws require that your instructor notifies the Campus Title IX Coordinator. You will be contacted to let you know about your rights and options as a survivor and support services at CSUF, including possibilities for holding accountable the person who harmed you.

If You Believe You Have Been Sexually Harassed and/or Harassed:

- Understand that it is not your fault
- Do not be intimidated by a threat of retaliation to you or a family member

Read the CSU Chancellor's Office [Title IX policies](#).

Read CSUF's [Sexual Harassment Reporting Options and Process](#).

C. Academic Dishonesty

The principles of truth and honesty are recognized as fundamental to a community of teachers and scholars. The University expects that both faculty and students will honor these principles and in so doing will protect the integrity of all academic work and student grades. Students are expected to do all work assigned to them without unauthorized assistance and are not to give unauthorized assistance. Faculty members have the responsibility of exercising care in the planning and supervision of academic work so that honest effort will be positively encouraged.

Academic dishonesty is a broad category of actions that use fraud and deception to improve a grade or obtain course credit. Academic dishonesty is not limited to examinations alone, but arises whenever students attempt to gain an unearned academic advantage. **Plagiarism** is a specific form of academic dishonesty (cheating) which consists of handing in someone else's work, copying or purchasing a composition, using ideas, paragraphs, sentences, or phrases written by another, or using data and/or statistics compiled by another without giving citation. Another example of academic dishonesty is submission of the same, or essentially the same, paper or other assignment for credit in two different courses without receiving prior approval. A faculty member who is convinced by the evidence that a student is guilty of academic dishonesty shall assign an appropriate academic penalty

ranging from an oral reprimand to an F in the course. In addition to notifying the student, the faculty member shall also notify the Department Chair, and the Dean of Students.

The Social Work Program strictly adheres to the [University's policy on Academic Dishonesty](#) and [Title 5 Student Code of Conduct](#). Students should become familiar with this policy, and address any questions to their advisor. Failure to comply with the policy may lead to suspension or expulsion from the University.

D. Student Conduct Code

The University is committed to maintaining a safe and healthy living and learning environment for students, faculty, and staff. Each member of the campus community should choose behaviors that contribute toward this end. Students are expected to be good citizens and to engage in responsible behaviors that reflect well upon their university, to be civil to one another and to others in the campus community and contribute positively to student and university life.

Student behavior that is not consistent with the [Student Conduct Code](#) is addressed through an educational process that is designed to promote safety and good citizenship and, when necessary, impose appropriate consequences.

E. Classroom Misconduct

Instructors are responsible for setting both the academic and behavioral standards for their courses. Students are expected to comply with established class standards as well as the [Student Conduct Code](#). Students who display disruptive, threatening, or abusive behavior in class are subject to discipline and may be referred for a Student Status Review Committee (SSRC) and/or to the Dean of Students Office. Faculty may eject a student from a single class session when necessary to end seriously disruptive or threatening behavior. Such actions will be reported to the appropriate campus officials.

F. Students with Disabilities

Students with documented disabilities may request reasonable accommodations for their classes and/or field placement through the [Disability Support Services](#) (DSS). Students with documented disabilities are advised to register with DSS upon entering the program so that they may take full advantage of the support and services offered by CSUF. These services include, but are not limited to, note taking/transcribing services, exam proctoring, and mobility assistance.

Students who may need an accommodation for their field placement experience should identify this need on the MSW Field Education Application and with their Field Director so that reasonable accommodations can be facilitated in a timely fashion. Students are encouraged to take charge of how they present their disability to the prospective placement agency, especially if reasonable accommodations are required.

G. Alcohol and Illicit Drug Policy Information

Consistent with its mission of enabling students to reach their educational goals, CSUF is committed to creating a campus environment that is free from both the illegal and harmful use of alcohol and drugs.

It is the policy of CSUF that the manufacture, possession, distribution, sale, or use of alcohol or illicit drugs on-campus, or off-campus while on University business or participating in university sponsored functions, is prohibited.

The purpose of this policy is to delineate University regulations concerning alcohol and drugs, provide procedural guidelines, communicate the consequences of failing to adhere to established policies, and provide guidance as to available resources.

View CSUF's [Policy on Alcohol and Drug Use](#).

H. Smoke, and Tobacco-Free Campus Policy Information

CSUF became the [first CSU smoke-free campus](#) in August 2013. CSUF implemented this policy so as to promote the health, wellbeing, and safety of our employees, students, and visitors, to establish a smoke and tobacco-free environment and to encourage non-smoking and tobacco-free lifestyles.

View [CSU's Smoke-and Tobacco-Free Policies](#)

I. Cancellation of Registration or Withdrawal from the Institution/ Medical Withdrawals

Students who find it necessary to cancel their registration or to withdraw from all classes after enrolling for any academic term are required to follow the university's official withdrawal procedures. Failure to follow formal university procedures may result in an obligation to pay fees as well as the assignment of failing grades in all courses and the need to apply for readmission before being permitted to enroll in another academic term. For more information on canceling registration and withdrawal procedures, visit the [Registration and Records](#) website.

A medical withdrawal usually constitutes complete withdrawal from the university for the academic period in question. Requests for complete medical withdrawals should be submitted as soon as possible after the medical condition impairs the student's ability to complete the coursework for which the student is registered.

To request a withdrawal for a medical reason, refer to the CSUF [Withdrawal Policy](#) and complete the [Withdrawal Form](#).

J. Enrollment in Classes

Students must be enrolled in all required courses prior to the first day of the semester. Please adhere to all Admissions and Records

tuition payment deadlines to avoid being dis-enrolled in classes. Students that do not enroll in their classes prior to the first day of the semester may not be able to attend classes and/or internship and may be terminated from the program.

K. Grade Appeals

The University considers all grades reported at the end of each semester to be final. Students are responsible for reviewing their grades for accuracy before the end of the subsequent semester. Students who believe they have received a grade in error should promptly ask the instructor to verify and, if appropriate, correct the grade. For more information, please refer to the University [Grade Changes Policy](#).

L. Grades of Incomplete

Students may be granted an incomplete grade "I" when a portion of required course work has not been completed and evaluated in the prescribed time period due to unforeseen but fully justified reasons, and that a substantial portion of the course requirement has been completed with a passing grade and that there is still a possibility of earning credit. The work that is incomplete normally should be of such a nature that can be completed independently by the student for later evaluation by the instructor.

An Incomplete shall not be assigned when a student would be required to attend a major portion of the class when it is next offered.

It is the responsibility of the student to bring pertinent information to the attention of the instructor and to determine from the instructor the remaining course requirements that must be satisfied to remove the Incomplete. A final grade is assigned when the agreed-upon work has been completed and evaluated. An "I" must normally be made up within 1 calendar year immediately following the end of the term during which it was assigned. This limitation

prevails whether or not the student maintains continuous enrollment. Students who believe they meet the necessary conditions to be assigned an Incomplete should contact their instructor. The instructor can then fill out a Statement of Requirements of Completion of Coursework from the Department office.

View CSUF's [Policy on Incomplete Grade](#).

IX. STUDENT STATUS REVIEW

Social work students are expected to establish and maintain professional relationships at all levels, both within and outside the classroom (with faculty, staff and students; with individual clients, groups, the community, and others). This entails, among other things, adhering to standards of academic honesty; engaging in appropriate, professional behavior in both academic and clinical settings; respecting self and others; and being able to communicate in ways that are non-exploitative of others. Moreover, social work students are expected to adhere to the values and standards of the social work profession as exemplified in the National Association of Social Workers (NASW) Code of Ethics.

The Student Status Review is the process by which the Social Work Program addresses student performance and conduct problems. The process consists of the Academic Support Meeting and the Student Status Review Hearing.

A. Academic Support Meeting

An Academic Support Meeting (ASM) is designed to facilitate student success whereby students who are academically or behaviorally at risk are linked with valuable campus support networks through meeting with their academic advisor. Faculty members may request an academic support meeting when a student demonstrates a pattern of difficulty with timeliness or completeness of assignments, evidences risk of academic failure, exhibits behavioral difficulties within the classroom/learning environment, outside the classroom, or with their field placement. An ASM may also be called when students demonstrate the need for additional campus resources.

Faculty members may formally initiate a request for an Academic Support Meeting (ASM) by informing the student and their academic advisor in writing through electronic mail. The ASM request should clearly state the instructor's specific area(s) of concern so that these may be addressed during the ASM. Once the ASM request has been made, the student is allotted seven calendar days in which they need to contact their advisor and set a meeting time. Meeting times are to be scheduled at the convenience of the academic advisor. Failure on the part of the student to contact their advisor within this time frame will result in referral of the student to the Student Status Review Committee for hearing. Attendance at the ASM is required.

During the ASM, the student and academic advisor will develop a plan of action to address the faculty member's concern(s). While each student's plan of action is individualized, components of the plan of action may include such action steps as referral to campus academic support resources, attending academic skill building workshops, referral to a campus librarian for assistance as well as a variety of other options as indicated by the student's areas of difficulty. Once the plan of action is complete, it is the student's responsibility to inform their instructor of the contents of this plan and to implement the plan of action according to their agreement with the academic advisor. Both the instructor and academic advisor may monitor the student's progress on the plan of action as they deem appropriate. Failure on the part of the student to adhere to the steps outlined in the action plan may result in referral to the Student Status Review Committee for a formal hearing.

B. Student Status Review Hearing

The Student Status Review Committee (SSRC) is charged by the faculty of the Department of Social Work with responsibility for the administrative review of any student's academic activities, clinical performance, or behavior that violates appropriate expectations in the classroom or practicum setting, or that violates the values and ethics and/or expectations of the profession.

The Student Status Review Committee is a standing committee of the Department of Social Work. To properly discharge its responsibilities and authority, the Student Status Review Committee will be representative of the faculty and shall be constituted of three (3) full time faculty members (and alternates). Members of the faculty shall elect the Chair of the Committee.

These faculty representatives will be responsible for conducting hearings. Decisions made will require a simple majority vote of the Committee. Minutes of hearings and Committee decisions will be forwarded to the Department Chair within 10 working days of the hearing. Students may obtain copies of the meeting minutes by making a formal request to the Committee Chair in writing. Copies will be made available to the student to pick up from the Social Work Department Office.

The student may appeal the SSRC's decision to the Department Chair. Upon receipt of the SSRC's decision and the minutes of the hearing or an appeal from the student, the Department Chair will act upon the matter and implement the decision. The Department Chair will communicate this decision to the student and the SSRC. More details about the SSR procedure can be found [here](#).

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