



**DEPARTMENT OF SOCIAL WORK**  
**California State University, Bakersfield**

**Handbook**  
**for**  
**Students and Advisors**

(2022 - 2023 Edition)

**Compiled by Faculty and Staff, Department of Social Work**

**Revised August 2022**

## **IMPORTANT NOTE**

This handbook is not a substitute for the current catalog of the California State University, Bakersfield. However, the MSW Student Handbook may contain higher standards than the current campus catalog. Students are to be familiar with the official University policies delineated in the catalog. Some sections of the University catalog may be quoted directly in this handbook, which is intended only as a supplement to the University catalog. It may change from year to year and is subject to revision during the current year. See <https://www.csub.edu/catalog>.

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**California State University, Bakersfield  
Academic Calendar  
2022-23**

**Fall Semester, 2022**

August 17 . . . . **ALL FACULTY DUE ON CAMPUS (Tuesday)**  
August 22 . . . . **First Day of Classes**  
August 31 . . . . . Last Day to Add Classes  
September 05 . Last Day to Change between Audit and Letter Grading  
September 06 . **HOLIDAY - Labor Day - Campus Closed**  
September 19 . **Census Day**  
September 19 . Last Day to Change Credit/No-credit to Letter Grading  
September 19 . Last Day to Withdraw from Classes without a "W" being recorded  
October 03 . . . Academic Advising for Continuing Students (for Spring 2023)  
October 12 . . . .Campus-wide Emergency Evacuation Day  
October 24 . . . .Registration for Continuing Students Begins (for Spring 2023)  
November 01 . **Deadline to Apply for Spring 2023 Graduation**  
November 07 . .Last Day to Withdraw from Classes for a Serious, Compelling Reason  
November 11 . .**HOLIDAY - Veterans Day Observed - Campus Closed**  
Nov. 14 - 18 . . .SOCI Week  
Nov. 24 - 25 . . .**HOLIDAY - Thanksgiving - Campus Closed**  
December 05 . .Last Day to Submit Completed Thesis / Dissertation  
December 05 . .**Last Day of Classes**  
Dec. 07 - 13 . . .Examination Period  
December 14 . .Commencement  
Dec 16 - 17 . . . **Grades Due**

**Winter Break: December 19, 2022 - January 18, 2023**

*In addition to our Fall Semester listed above, CSUB's Extended Education offers classes during Winter Session. The Session begins January 3, 2023 and ends January 20, 2023. Call the Extended Education at (661) 654-2441 for detailed information regarding their course offerings and schedules.*

Approved by the Academic Senate March 3, 2022  
Approved by the President March 11, 2022



## Spring Semester, 2023

January 19 . . . **ALL FACULTY DUE ON CAMPUS (Thursday)**  
January 23 . . . **First Day of Classes**  
February 01 . . . Last Day to Add Classes  
February 01 . . . Last Day to Change between Audit and Letter Grading  
February 17 . . . **Census Day**  
February 17 . . . Last Day to Change between Credit/No-credit and Letter Grading  
February 17 . . . Last Day to Withdraw from Classes without a "W" being recorded  
March 20 . . . . . Academic Advising for Continuing Students Begins  
March 31 . . . . . **HOLIDAY - Cesar Chavez Day Observed - Campus Closed**

### Spring Semester Break: April 02, 2023 – April 09, 2023

April 04 . . . . . Campus-wide Emergency Evacuation Day  
April 10 . . . . . Registration for Continuing Students Begins  
April 17 . . . . . Last Day to Withdraw from Classes for a Serious, Compelling Reason  
April 24 - 28 . . . SOCI Week  
May 12 . . . . . Last Day to Submit Completed Thesis / Dissertation  
May 12 . . . . . **Last Day of Classes**  
May 13 - 19 . . . Examination Period  
May 19 - 20 . . . Commencement  
May 22 . . . . . Evaluation Day  
May 23 - 24 . . . **Grades Due**  
May 29 . . . . . HOLIDAY - Memorial Day – Campus Closed

**THIS IS NOT TO BE CONSTRUED AS AN EMPLOYEE WORK CALENDAR**

Approved by the Academic Senate December 2, 2021  
Approved by the President December 10, 2021

## **MISSION, GOALS, AND OBJECTIVES**

### **CSUB MISSION STATEMENT**

California State University, Bakersfield is a comprehensive public university committed to offering excellent undergraduate and graduate programs that advance the intellectual and personal development of its students. An emphasis on student learning is enhanced by a commitment to scholarship, diversity, service, global awareness, and life-long learning. The University collaborates with partners in the community to increase the region's overall educational level, enhance its quality of life, and support its economic development ([http://www.csub.edu/about\\_csub/mission/index.html](http://www.csub.edu/about_csub/mission/index.html)).

### **Department of Social Work Mission**

The mission of the California State University, Bakersfield, Department of Social Work, is to prepare students for social work practice and leadership at the advanced generalist level. Graduates possess the knowledge, values, and skills required to competently and ethically work with individuals, families, groups, organizations, and communities using best practices. The Department is committed to improving social conditions in the Central Valley by promoting culturally responsive practice, social justice, and life-long learning.

### **Department of Social Work Goals**

The Department of Social Work is committed to the following goals, which are derived from the mission statement. These goals are consistent with the Council on Social Work Education's (CSWE) Educational Policy, Section 1.1.

The program goals are to:

1. To prepare advanced generalist social workers who identify with the social work profession and model the values and ethics of the profession.
2. To prepare graduates to continue their professional growth and development throughout their careers.
3. To prepare students for leadership roles in an interprofessional environment within the community.
4. To prepare advanced generalist social workers who are competent to engage in autonomous practice within the context of multiple

- systems and diverse environments, using a multidimensional perspective applicable across the lifespan.
5. To prepare advanced generalist social workers who use research knowledge and skills to evaluate their social work practice.
  6. To prepare advanced generalist social workers to advocate for human rights and social and economic justice in the broader social environment.

The Department is committed to preparing social workers for competent and ethical advanced generalist practice. Recognizing the region’s need for professional social workers, the Department has developed flexible schedules to allow full-time, part-time, and advanced standing study options. Our commitment to promoting practice excellence in a variety of settings is achieved through an advanced generalist concentration.

The Department derived program objectives from the program goals and CSWE’s Educational Policy, Section 3. To facilitate continuity, the Department established foundation objectives and concentration objectives that build upon each other, with the concentration objectives reflecting a higher level of skill than the foundation objectives.

**Foundation Level Program Objectives**

The MSW program has adopted the following statements of competencies and practice behaviors as the foundation level program objectives.

**Competency #1: Demonstrate Ethical and Professional Behavior**

1	Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context
2	Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations
3	Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication
4	Use technology ethically and appropriately to facilitate practice outcomes
5	Use supervision and consultation to guide professional judgment and behavior

**Competency #2: Engage Diversity and Difference in Practice**

6	Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels
7	Present themselves as learners and engage clients and constituencies as experts of their own experiences
8	Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

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

9	Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
10	Engage in practices that advance social, economic, and environmental justice

**Competency #4: Engage In Practice-informed Research and Research-informed Practice**

11	Use practice experience and theory to inform scientific inquiry and research
12	Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
13	Use and translate research evidence to inform and improve practice, policy, and service delivery

**Competency #5: Engage in Policy Practice**

14	Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services
15	Assess how social welfare and economic policies impact the delivery of and access to social services

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

16	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
17	Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

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

18	Collect and organize data, and apply critical thinking to interpret information from clients and constituencies
19	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies
20	Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

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

21	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
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22	Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes
23	Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies
24	Facilitate effective transitions and endings that advance mutually agreed-on goals

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

25	Select and use appropriate methods for evaluation of outcomes
26	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes

**Advanced Level Program Objectives**

The MSW program has adopted the following statements of competencies and practice behaviors as the advanced level program objectives.

**Competency #1: Demonstrate Ethical and Professional Behavior**

1	Develop a plan for continuing professional education and development
2	Integrate the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics in order to justify ethical decisions at the micro, mezzo, and macro levels of social work practice
3	Integrates input and support from supervisors/consultants into his/her practice

**Competency #2: Engage Diversity and Difference in Practice**

4	Use a culturally sensitive approach, modify and adapt evidence-based interventions to meet the needs of diverse populations
5	Collaborate with and empower diverse clients integrating strengths based approach

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

6	Develop advocacy efforts that promote social justice, service improvements, and growth in interprofessional settings
7	integrate a human rights perspective that addresses the effects of oppression, discrimination, and historical trauma across multiple systems

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

8	Integrate practice experience and theory to inform scientific inquiry and research
9	Critically evaluate the application of research evidence to practice, policy, and service delivery

**Competency #5: Engage in Policy Practice**

10	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice
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**Competency #6: Engage with Individuals, Families, Groups, Organizations, and Communities**

11	Integrate knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
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**Competency #7: Assess Individuals, Families, Groups, Organizations, and Communities**

12	Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
13	Critically evaluate knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to effectively assess clients and constituencies

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

14	Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies
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**Competency #9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

15	Critically analyze, monitor, and evaluate intervention and program processes and outcomes
16	Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

These program objectives influence course objectives, and they are measured via a systematic evaluation process.

## **ADMISSION TO THE PROGRAM**

### **Admission Requirements**

Admission to the MSW program is based on an overall evaluation of the applicant on the following criteria: 1) intellectual and academic potential, 2) relevant human services experience, 3) leadership potential, 4) quality of reference letters, and 5) quality of personal statement.

### **Bachelor's Degree**

The Department of Social Work requires a minimum of an earned baccalaureate degree from an accredited institution (see below) for admission to its MSW program.

### **Essential Requirements**

An applicant must meet these requirements before the Admissions Committee will review the application. It is the responsibility of the applicant to ensure that the application file is complete.

1. Possession of a Bachelor's degree that provides a liberal arts foundation significantly equivalent to the general education requirements listed in the CSUB catalog and that is from a recognized college or university. For degrees earned in the United States, this means the degree is from an institution accredited by one of the six regional accrediting associations.
2. A cumulative undergraduate GPA of at least 2.5 (on a four point scale).
3. A completed University application form, which is obtainable from any CSU campus or CSU websites ([www.csumentor.edu](http://www.csumentor.edu) or [www.csumentor.edu/admissionapp/grad\\_apply.asp](http://www.csumentor.edu/admissionapp/grad_apply.asp)).
4. A completed Department of Social Work application
5. Official sealed copies of transcripts from all colleges attended
6. A personal statement completed according to the guidelines in the application
7. Three letters of reference
8. Submission of scores from the Graduate Record Exam.
9. CSUB application fee
10. Computer literacy

Applicants who meet items 2 through 10 above will be evaluated for possible admission to the program. Applicants who do not yet have a bachelor's degree may be admitted as "conditional" graduate students and must submit proof of having completed their degrees before beginning the MSW program.



## **Graduation Writing Assessment Requirement**

The California State University system requires all degree candidates to demonstrate upper division writing competency before the degree can be conferred. Applicants who have not yet completed the Graduate Writing Assessment Requirement may be admitted as “conditional” graduate students and must submit proof of having met the requirement before beginning the MSW program.

This requirement can be fulfilled in one of several ways:

1. Be a graduate of a university in the California State University System after 1980
2. Be a graduate of a university in the University of California System after 1980
3. Receive a minimum score of 41 on the CBEST
4. Receive a minimum score of 4.5 on the GRE
5. Receive a minimum score of 4.5 on the GMAT
6. Pass the Graduate Writing Assessment Exam (GWAR) which is given at the testing center on the CSUB campus
7. Submit documentation of having completed a writing instruction course at another university at the upper division level prior to enrollment at CSUB. The course must be evaluated by the CSUB Department of English and found to meet the CSU writing requirement.
8. Be first author on an article published in a peer-reviewed journal
9. Submit for review a copy of a master’s thesis or project from another degree or credential

## **Criminal Background Check**

A background check will be conducted on all applicants admitted into the MSW program. The department will consider criminal history in assessing suitability for the profession. Conviction of a misdemeanor or felony will not necessarily preclude an applicant’s acceptance into the program; however, individuals deemed unsuitable for the profession will not be admitted.

## **Admissions Committee**

The membership on the Admission Committee consists of:

1. Full time faculty members in the Social Work Dept. except the Director
2. Up to four MSWs from the community representing a cross section of agencies

3. Up to two student representatives appointed by the CSUB Social Work Club.

The student representatives participate in deliberation of admissions policies but not in admission decisions.

### **Review Process**

The Admissions Committee reviews completed application files only. The review process is as follows:

1. Two faculty members are assigned to read each applicant's file. A third reader is assigned in the event of a split decision.
2. Each reader uses an admission evaluation format developed by the Admissions Committee to rate the application materials.
3. Each reader evaluates the applicant's (a) intellectual and academic potential, (b) relevant human services experience, (c) quality of reference letters, and (d) quality of personal statement. Scores are given based upon a methodology established by the Admissions Committee.
4. Minimum scores for acceptance are determined by the Committee based upon the number of applicants and the positions available in the program each year.
5. Applicants are admitted, admitted conditionally, or not admitted.

If the Admissions Committee finds that an informed admission decision can be made only after an interview with the applicant, the Committee may invite the applicant for a personal interview.

### **Advanced Standing Program**

Students who meet the following requirements may apply for admission with Advanced Standing:

1. Must have completed the BSW degree within five years prior to admission to the graduate program.
2. Must have an overall GPA of 3.0 for the baccalaureate degree.
3. Must have a grade of B (3.0) or better for all social work courses.

Students who qualify for Advanced Standing receive a waiver of the foundation content.

## MSW CURRICULUM

Since Fall of 2016, California State University Bakersfield has operated its academic year on semesters. The information provided below and in the programs of study appended to the end of this handbook list courses in the semester curriculum. Students who desire to count toward a degree any MSW courses taken before Fall of 2016 must consult the department for a program of study.

MSW courses provide two levels of competencies, namely Foundation and Concentration. The following are core Foundation courses:

SW6000	Professional Social Work Identity (3)
SW6100	Foundation Policy in Social Work (3)
SW6200	Foundation Human Behavior and the Social Environment (3)
SW6300	Foundation Research in Social Work (3)
SW6400	Generalist Social Work Practice (3)
SW6410	Diagnostic Process in Social Work (3)
SW6420	Foundation Micro Social Work Practice (3)
SW6430	Foundation Mezzo Social Work Practice (3)
SW6440	Foundation Macro Social Work Practice (3)
SW6500	Foundation Social Work Field Practicum (3)

The following are advanced level core courses:

SW6160	Advanced Policy in Social Work (3)
SW6260	Advanced Human Behavior and the Social Environment (3)
SW6360	Advanced Research in Social Work (3)
SW6460	Advanced Social Work Practice I (3)
SW6470	Advanced Social Work Practice II (3)
SW6560	Advanced Social Work Field Practicum I (3)
SW6570	Advanced Social Work Field Practicum II (3)
SW6590	Culminating Social Work Project (3)

### **Elective Course Work**

Students in the MSW program must take at least six hours of electives approved by the Department. Students who receive special funding may be required to take specific electives. Students may take additional electives. Electives that are not approved by the Department will not count toward the graduation requirements. The following electives are normally offered. Additional electives may also be offered.

SW6610	Social Work Practice in Child Welfare I (3)
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SW6620	Social Work Practice in Child Welfare II (3)
SW6630	Social Work Assessment and Treatment of Substance Abuse and Co-Occurring Disorders (3)
SW6640	Social Work Practice with Older Adults and Their Families (3)
SW6660	Social Work Practice in Integrated Healthcare (3)
SW6670	School Social Work (3)

### **Field Practicum**

Field practicum is an integral part of social work education and provides an opportunity to integrate knowledge, skills, and values. Over the course of the program, students are required to complete 960 hours in the field. The field practicum may extend beyond the typical academic quarter schedule. The field experience is guided by an individualized learning contract that students develop with their field instructors. As part of the field practicum, students also participate in a weekly seminar where they practice the integration of knowledge, skills, and values. The Director of Field Education is responsible for this component of the curriculum.

### **Culminating Experience**

The CSU system requires a culminating experience for graduate education. The MSW program requires students to complete a Project as a prerequisite to graduation and awarding of the MSW Degree. See below for more information about the Project.

### **Prerequisites**

The MSW curriculum is designed to provide a well-planned educational experience for the student, and therefore sequencing of courses is very important in the preparation of graduate level social workers. Students must fulfill prerequisite requirements as listed in the University catalog.

### **Waiving of Credits**

Waiving of credits from the program of study of Master's students is allowed in the following situations:

#### **Advanced Standing**

Students who qualify for advanced standing receive waiver of all the foundation content.

#### **Transfer of Courses Taken at Other Colleges/universities**

Graduate course work from another institution may be allowed as transfer credit toward the MSW degree if the course work meets specified criteria:

1. Taken within five years prior to enrollment in the MSW program at CSUB. All coursework that counts for the master's degree must have been

completed within the seven-year period immediately preceding the approved application for graduation.

2. Equivalent content and taken at an accredited social work program.
3. Is not a required 6000 series course.
4. Up to 9 semester units
5. Approval from the Department of Social Work's Curriculum Committee

### **Life or Work Experience**

In accordance with the standards of our accrediting body, CSWE, the Department does not permit granting of academic credit for previous life or work experience at either the undergraduate or graduate level.

### **Special Curricula**

Students who participate in special programs, such as those funded by the California Social Work Education Center (CalSWEC) and the California Mental Health Services Act (MHSA), are required to fulfill additional learning objectives related to these programs.

## PROGRAMS OF STUDY

Following are sample programs of study for full-time, part-time, and advanced standing students. These are examples and the Department reserves the right to change the schedule if needed. Students should work with their advisors to assure proper sequencing of courses and timely completion of the program. The Department offers courses that allow full-time students to complete the program in two years, and part-time students in three years. Due to the COVID-19 pandemic all courses are provided as an alternative format for Fall 2021, which includes online teaching and instruction through the Zoom.

### Full-time Program of Study (for students starting in 2022)

#### First year

Fall	Spring
6000: Professional Social Work Identity (3)	6410: Diagnostic Process in Social Work (3)
6100: Foundation Policy in Social Work (3)	6420: Foundation Micro Social Work Practice (3)
6200: Foundation Human Behavior and the Social Environment (3)	6430: Foundation Mezzo Social Work Practice (3)
6300: Foundation Social Work Research (3)	6440: Foundation Macro Social Work Practice (3)
6400: Generalist Social Work Practice (3)	6500: Foundation Social Work Field Practicum (3)
Total units: 15	Total units: 15

#### Second year

Fall	Spring
6260: Advanced Human Behavior and the Social Environment (3)	6160: Advanced Policy in Social Work (3)
6360: Advanced Research in Social Work (3)	6470: Advanced Social Work Practice II (3)
6460: Advanced Social Work Practice I (3)	6590: Culminating Social Work Project (3)
Elective (3)	Elective (3)
6560: Advanced Field Practicum I (3)	6570: Advanced Field Practicum II (3)
Total units: 15	Total units: 15

**Total semester units required: 60**

**Part-time Program of Study**  
(for students starting in 2022)

**First year**

<b>Fall</b>	<b>Spring</b>	<b>Summer</b>
6000: Professional Social Work Identity (3) 6200: Foundation Human Behavior and the Social Environment (3) 6400: Generalist Social Work Practice (3)	6410: Diagnostic Process in Social Work (3) 6420: Foundation Micro Social Work Practice (3) 6430: Foundation Mezzo Social Work Practice (3)	6100: Foundation Policy in Social Work (3)
Total units: 9	Total units: 9	Total units: 3

**Second year**

<b>Fall</b>	<b>Spring</b>	<b>Summer</b>
6440: Foundation Macro Social Work Practice (3) 6160: Advanced Policy in Social Work (3) Elective (3)	6300: Foundation Research in Social Work (3) 6500: Foundation Social Work Field Practicum (3) Elective (3)	6360: Advanced Research in Social Work (3)
Total units: 9	Total units: 9	Total units: 3

**Third year**

<b>Fall</b>	<b>Spring</b>
6260: Advanced Human Behavior and the Social Environment (3) 6460: Advanced Social Work Practice I (3) 6560: Advanced Field Practicum I (3)	6470: Advanced Social Work Practice II (3) 6570: Advanced Field Practicum II (3) 6590: Culminating Social Work Project (3)
Total units: 9	Total units: 9

**Total semester units required: 60**

**Full-time Advanced-Standing Program of Study**  
(for students starting in 2022)

**First year**

<b>Fall</b>	<b>Spring</b>
6260: Advanced Human Behavior and the Social Environment (3)	6160: Advanced Policy in Social Work (3)
6360: Advanced Research in Social Work (3)	6470: Advanced Social Work Practice II (3)
6460: Advanced Social Work Practice I (3)	6590: Culminating Social Work Project (3)
Elective (3)	Elective (3)
6560: Advanced Field Practicum I (3)	6570: Advanced Field Practicum II (3)
Total units: 15	Total units: 15

**Total semester units required: 30**



## **FIELD INSTRUCTION**

Field instruction is an integral component of the curriculum in social work education. Students enrolled in the Field Practicum spend 20 hours a week in a field placement applying the knowledge, skills, and values learned in other courses. The field experience is guided by an individualized learning plan that students develop with their field instructors. Students meet with a field instructor for supervision each week. As part of the Field Practicum, students also participate in a weekly seminar. The Field Practicum Seminar provides students the opportunity to integrate knowledge, skills, and values with field experience and achieve the practice behaviors related to the 9 CSWE EPAS core competencies.

Students take SW6500 during their first year in the field and SW6560 and 6570 during the second year. The first course is considered foundation course, and the latter two are part of the Advanced /Concentration year. The students must be in their respective practicum sites for 20 hours per week. This will be enhanced by faculty liaison visits from the seminar instructor with the agency field instructor and the student. By the end of the program, students are required to have completed 960 hours of field practicum experience.

The Department places students in agencies in Kern and nearby counties. Qualified field instructors supervise students placed in those agencies. Field placement assignments are collaborative decisions of the Director of Field Education, field faculty, and students. Since suitable placements may not be available to all students in the Bakersfield area (or other preferred locations), students may be required to travel to other communities.

In some situations, students may be eligible to use their employment for field practicum. A number of conditions must be met before this can be implemented. The Director of Field Education is responsible for negotiating and directly monitoring these arrangements.

It is the responsibility of the students to be familiar with the Field Manual as there are requirements that must be met and policies and procedures to be followed. Please download a copy of the Field Manual that is posted on the Department of Social Work website (<https://www.csub.edu/socialwork/Field%20Education/index.html>).

All students must make arrangements to be in the field practicum placement for 20 hours a week unless other arrangements have been approved in writing by the Director of Field Education.

## **DEGREE REQUIREMENTS**

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

### **Credit and Academic Performance Requirements**

For the regular program, completion of 60 hours of graduate units is required (30 units for advanced standing students). To remain in good standing, students must maintain a cumulative GPA of 3.0 or better. If a student's GPA falls below a "B" (3.0) average, he/she will be placed on academic probation. If, while on academic probation, the student does satisfy the conditions of probation and attain a 3.0 GPA by the end of the term, he/she will be subject to academic disqualification. Students admitted to a graduate program may be subject to academic probation when their performance is judged to be unsatisfactory with respect to academic and/or professional standards and values established by the graduate program. See the campus catalog for additional information (Section: Division of Graduate Programs, Academic Probation and Academic Disqualification).

A course in which no letter grade is assigned is not used in computing the grade point average. Only courses with a grade of "C" (2.0) or better may count toward the Plan of Study.

### **MSW Incomplete Policy**

A student may request an Incomplete – Authorized if a portion of his or her required course work has not been completed and evaluated in the prescribed time period due to unforeseen, but fully justified reasons, and there is still a possibility of earning credit in the course. A student may not request an incomplete for merely being behind on his or her assignments. An instructor may approve or deny the student's request for an Incomplete at the instructor's sole discretion.

It is the responsibility of the student to bring pertinent information to the attention of the instructor, to determine from the instructor the remaining course requirements that must be satisfied to remove the Incomplete, and to complete a formal Petition for Incomplete Grade. The Petition for Incomplete Grade must be signed by the instructor and the student and filed with the Records Office before the end of the grading period for the course. The Petition for Incomplete Grade shall specify the work to be completed and the date the work is due.

An "I" is not used in calculating grade point average or progress points. A final grade is assigned when the work agreed upon has been completed and evaluated or when the deadline for completing the work has passed. An incomplete shall normally be resolved before the beginning of the next term but must be made up within one semester immediately following the end of the term during which it was assigned or at an earlier date established by the instructor.

The one-semester limitation prevails whether or not the student maintains continuous enrollment. The student is not permitted to re-enroll in the course until the incomplete grade is removed and a final course grade is processed. Failure to complete the assigned work will result in an "I" being converted to an "IC" symbol, unless the faculty member assigns a specific letter grade, which will replace the "I" in the student's record after the deadline. When "IC" replaces the "I", the "IC" is counted as a failing grade (F) for grade point average and progress point computation.

### **Completion of Field Practicum**

A student in the regular program must successfully complete the foundation field practicum to be eligible to enter the concentration field practicum. To be eligible for graduation, a student must receive a grade of credit (CR) for each course in the foundation and concentration field practicum sequence.

### **Specified Plan of Study**

In consultation with the student's advisor, each student will complete a Plan of Study for the master's degree and the student's academic and/or professional goals. This Plan of Study should be completed at the time the student achieves Graduate Classified Standing (normally, at the time of admission to the program). The advisor will certify the completion of the student's Plan of Study at the time of application for graduation.

### **Completion of the Culminating Experience**

All CSUs require a culminating experience for completion of a graduate degree. The CSUB MSW program defines the culminating experience as a Project that synthesizes knowledge and skills gained during the program. See page 33 in this Handbook for information regarding the Project.

### **Advancement to Graduate Candidacy**

Regular MSW students may advance to candidacy upon successful completion of the Foundation curriculum, and advanced-standing students may advance to candidacy during the first semester of their studies. Advancement to candidacy is based upon a formal review and recommendation by the graduate program coordinator and the approval of the AVP of Academic Programs. Advancement to candidacy is required before taking advanced level courses and starting the culminating experience.

### **Participation in Commencement Ceremonies**

Graduate students are eligible to participate in Commencement held each May at CSUB only if all requirements, including the culminating experience (Project) will have been completed by the end of the final Spring semester. There are no exceptions to this policy.

## **TIME LIMITS AND CONTINUOUS ENROLLMENT**

### **Time Limit for Completing the Program**

The MSW curriculum is structured so full-time students can complete the program in two years and part-time students can complete the program in three years. However, additional time may be allowed according to Title 5 of the California Code of Regulations, which specifies that a master's degree shall be completed within a seven-year period.

### **Leave of Absence**

In accordance with the University Catalog, students who are making satisfactory progress may request a planned educational leave for up to two years. Students who discontinue their enrollment without approval of the Department Director for more than two consecutive semesters must submit a new application for admission to the program and to the University and must pay the applicable application fees. Previous course work will be reassessed and will not automatically be accepted for credit.

### **Problems that interfere with a student's ability to perform adequately**

Students whose personal problems, psychosocial distress, legal problems, substance abuse, and/or physical and mental health difficulties interfere with their ability to perform in the classroom or in the field should seek consultation with their faculty advisor or field liaison, and the Director of the program. Students should take appropriate action by seeking professional help, taking a voluntary leave of absence from the School, making voluntary adjustments in workload, or taking any other steps necessary to protect clients. Students who do not take remediate action or whose remediate action does not result in improvement may be referred to the Department's Student Status Review.

### **Returning to school after a medical event**

Students who are granted an educational leave due to their medical issues will need to provide the Department of Social Work documentation from their medical provider indicating that they are fit to return to graduate school and are able to meet the minimum educational competencies associated with academic and field education coursework.

### **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 degree requirements may register for a special 7000 course, at zero (0) credit units, through the CSUB Extended Education Division to maintain "continuous enrollment" for purposes of using University facilities, in particular, the library. The student will continue to register for this course each academic term until the requirements for the master's degree are completed. Call 654-2441 for information.

## **GUIDELINES FOR THE MASTER'S THESIS**

At California State University, Bakersfield (CSUB), Masters in Social Work (MSW) Program, students may choose thesis as an elective. The Division of Graduate Programs allows no more than 6 units for a thesis. Please note that the thesis does not replace the Project as the program's culminating experience, nor does it replace the need for specific electives in specially funded programs. Students who wish to choose a thesis will submit a request for Independent Study.

A master's thesis is a scholarly written product that contributes to the knowledge base of social work theory, policy, or practice. A thesis is based on an original idea that seeks to advance the field using theory, conceptualization of a research question, an appropriate research design and methods, and use of measures and procedures relevant to social work. The finished product evidences originality, critical and independent thinking, appropriate organization and format, and thorough documentation. A presentation of the completed thesis is a requirement. See below for additional thesis guidelines.

All master's theses must be filed with the CSUB Library. The format of a master's thesis must meet the technical requirements established by the University. See <https://www.csub.edu/graduatestudentcenter/files/MasterThesisApp2017.pdf> for formatting information.

### **The Thesis Process**

A master's thesis is conducted under the supervision of members of the faculty of Department of Social Work at California State University, Bakersfield. As a contribution to knowledge within social work, it must, without fail, be clear, be grammatically correct, and include a comprehensive review of pertinent literature that represents the systematic study of a significant problem. It identifies the problem, states the major assumptions, explains the significance of the undertaking, sets forth the sources for and methods of gathering information, analyzes the data, and offers a conclusion or recommendation(s).

After consultation with faculty members regarding his/her thesis topic and the completion of a draft thesis proposal, the student makes a request to a faculty member to chair his/her committee. The chair and student form a thesis committee, and they work together to focus the topic of the research, developing a formal proposal and submission to the CSUB Institutional Review Board (IRB). The proposal is then approved by the IRB, the Committee, and the Department Director. The chair of the thesis committee, in consultation with the committee members, monitors and approves progress on the thesis. The student works with the thesis chair and committee members to complete the thesis prior to graduation.

Full-time students must submit the request to form a thesis committee to the Director of the program by the end of the spring semester of their foundation year, and part-time students must submit the request by the end of the spring semester in their second year.

The development of the thesis involves several phases, including formation of a committee, selection of a topic, development of a proposal, obtaining the necessary approvals, conducting research, writing the thesis, and presenting the thesis.

The University establishes the time by which the final thesis must be submitted. Students must work with their committees to complete the thesis in time to obtain committee approval prior to the University deadline. Graduation will be delayed if the University timeline is not followed.

### **Formation of Thesis Committees**

Students are strongly encouraged to initiate the thesis process early in their program by discussing with faculty members their interests and the topics they would like to explore. After they have selected the chair and the chair has approved the members of the thesis committee, students petition the Director for approval (see form in the Appendix). The committee consists of a minimum of three members. The chair must be a Ph.D. from the CSUB Department of Social Work.

### **The Thesis Proposal and IRB Approval**

Students develop a thesis proposal in collaboration with his/her thesis committee. The form and content of the proposal depend on the nature of the thesis. The proposal requires approval by the Department Director before it is submitted to the CSUB IRB, and approval by the IRB is required before data collection begins. Evidence of IRB approval must be submitted (see form in Appendix A and <http://www.csub.edu/grasp/irbhsr/> for IRB instructions)

### **Thesis Content**

The thesis is a research project that addresses a problem through sound research methodology. It can be an original piece of work or an extension of an already completed study.

Although the form and content of the thesis are prescribed by the thesis committee, the following list illustrates typical content of a thesis.

#### **Chapter I – Introduction**

The introduction articulates the topic and its relevance to Social Work. It also specifies the hypotheses or research questions.

## **Chapter II – Literature Review**

The literature review establishes the context for the research. It illustrates what is known about the topic and provides a justification for furthering knowledge in the selected area of research.

## **Chapter III – Research Methodology**

Chapter III of the thesis starts with a restatement of your hypotheses or research questions and goes on to describe in replicable detail how the research was conducted.

## **Chapter IV – Findings**

Chapter IV describes the results of the research. It includes a report of the data that were obtained and an analysis of the data.

## **Chapter V – Summary, Implications, and Recommendations**

Chapter V summarizes the preceding chapters, discusses the implications of the findings, and makes recommendations for further research.

## **Writing Guidelines**

*Publication Manual of the American Psychological Association*, 6<sup>h</sup> edition (2010) provides writing and formatting guidelines with additional specifications provided by the University Office of Graduate Studies. Students are responsible for obtaining the most current University requirements before preparing the thesis for submission.

## Thesis Timeline

<b>Task/Item to be submitted</b>	<b>Suggested Dates of Completion*</b>
Thesis proposal discussions with prospective committee members	April
Proposal draft completed, submitted to prospective thesis chair	May
Set up thesis committee	May
Prepare IRB submission	May
IRB Submissions	<b>Standard Review May, September</b> Exempted and Expedited Review, September Third Party Data Review, September
Proof of IRB approval	Due by September
Introduction, Literature Review, Research Question(s)/hypotheses, Methodology section submitted	Due by November
Data Collection, Analyses Sections submitted	Due by March
Full draft of thesis	Due by April
Thesis presentation	May
Thesis submitted to library	Check with library for exact dates

**\*Students shall obtain specific due dates for the submission of each task from their Thesis Committee Chair.**



# **The MSW Guidelines for Project-based Culminating Experience**

## **Introduction**

This guide is subordinate to the California State University Bakersfield catalog, which states the following in relevant part:

*Culminating Experience Requirement - All graduate students must satisfactorily complete a culminating experience (thesis, project, or comprehensive examination) to qualify for the master's degree. The specific type of experience will depend upon the requirements of each master's degree program. Satisfactory completion of a culminating experience will be in compliance with Title 5, Part V, Chapter 1, Subchapter 2, Article 7 of the California Code of Regulations, Section 50510, and paragraph 3.*

*Graduate students must be at Graduate Classified level prior to enrolling in the required culminating experience course for the respective graduate program. Some graduate programs may require Graduate Candidacy status prior to enrollment in the required culminating experience. Certification for the completion of the culminating experience must be provided to the Evaluations Office and the Office of the Associate Vice President for Academic Programs, prior to graduation and the award of the master's degree.*

## **The MSW Project as Culminating Experience**

The faculty of the Department of Social Work has determined that students in the Master of Social Work (MSW) program are required to complete a project to meet the culminating experience requirement. The project is designed to demonstrate integration and synthesis of practice competencies (knowledge, skills, and attitudes) developed during the MSW experience.

## **Implementation of Project**

Under the direction of the Instructor for the Culminating Project, and in collaboration with the field placement agency, the student will analyze data to identify an organizational or community need. These data may include those gathered during a previous class or field practicum experience. In collaboration with the field placement agency and other appropriate stakeholders, the student will plan and/or implement a plan to provide a product or service of value to the organization or the community it serves. The students can choose an agency needs assessment, program development, or program evaluation. It may be necessary to submit a proposal to the CSUB IRB for approval, depending on the Project's use of human subjects or previously collected data. The student will write a report documenting the project, reflecting on how the project

demonstrates integration of learning across the curriculum, and identifying opportunities for continued learning.

The project for the agency needs assessment must include the following elements:

- a. Profile of agency
- b. Demographic data
- c. Program data
- d. Key informant interviews
- e. Critical analysis of agency to reach an assessment of need, resources, & strengths

The project for the program development or program evaluation must include the following elements:

- a. Literature on a social problem that the program of choice aims to tackle
- b. Literature review on three existing evidence-based programs (interventions) that aim to tackle the social problem
- c. Description of the program that the student will develop (or evaluate)
- d. Data collection and analysis
- e. Recommendations

Interim Reports are required.

**Students are encouraged to explore opportunities for projects during their first year of internship.**

# **ADVISEMENT**

## **Advisement as a Tool to Students**

All students are assigned an advisor before their MSW program orientation. The role of the advisor includes assistance with setting goals, monitoring student progress and performance, clarifying Department and University policies, assisting with academic issues, and campus resource identification.

Students are strongly advised to meet with their faculty advisors at least once every semester to assess progress and to identify potential problems associated with performance in the classroom and the field. The advisors keep records of their advisee's academic progress.

Except in extreme cases, students who have academic or field difficulties that need advisory resources beyond the regular advisement are first informally handled by a "Special Advisement." Detailed policies and procedures of Special Advisement are found below. Special Advisement is an informal process within the Department to help the student with any difficulties in academic or field performance.

The Student Status Review is a formal procedure to review the student's performance. Detailed procedures of the Student Status Review are given below.

## **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 Department with a clear channel through which to carry out certain administrative functions related to each student

There are two advisement levels in the Department of Social Work: Regular Advisement, and Special Advisement.

## **Regular Advisement**

Students are assigned an advisor prior to the MSW student orientation. To the degree possible, advisors are assigned according to the student's career interests.

## **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 advisor places the original in the student's official record to be updated each semester as needed;

2. Assists with registration;
3. Consults with the student regarding short- and long term educational goals;
4. Assists the student in choosing selected areas of study and electives to meet his/her goals;
5. In the event it is deemed useful/necessary, initiates a Special Advisement for the student and chairs the meeting, working with the student to implement the recommendations that ensue; and
6. 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.

Students are expected to meet with their advisor at least once every semester to review academic progress.

### **Changing Advisors**

Students have the option to change advisors if needed by making a formal request to the Director of the Social Work Department. Such changes will take into consideration the student's preferences, if possible. Reassignment is based on faculty workload and the agreement of the faculty member requested.

### **Special Advisement**

Special advisement procedures provide extended advisory resources in the interest of enhancing the student's learning opportunities or changing a student's program. Special advisement does not relate directly to administrative decisions about student status. However, information from advisement may be considered in due-process procedures, including a Student Status Review.

Special advisement is one of several possible resources available to an advisor and a student to supplement or reinforce the regular advisement. Special Advisement may be a step in the due-process procedure prior to a Student Status Review; however, in some circumstances, the Director may waive the requirement of Special Advisement prior to Student Status Review.

### **Initiation of Special Advisement**

Special Advisement is normally initiated by the faculty advisor; it may also be initiated by the student or a faculty member, upon written request to the advisor stating the reasons for special advisement.

Special advisement procedures may be initiated whenever there are special academic interests and/or difficulties believed to require advisory services other than those available from the advisor.

## **Composition of Special Advisement Committees**

A Special Advisement committee shall include:

1. The student's faculty advisor, who shall serve as chair and shall summarize the discussion and recommendations in a written report for the student and the student's file;
2. Interested or involved faculty members;
3. At the option of the student, an additional faculty member of the student's choice.

## **Procedures for Special Advisement**

1. The faculty advisor will arrange a meeting of the Special Advisement Committee as soon as possible after the need arises or the request is made.
2. The student shall be provided an opportunity to meet with the Special Advisement Committee and participate in discussion. The Special Advisement Committee may meet without the student if the student does not attend a scheduled Special Advisement Meeting.
3. The advisor will collaborate with the student and others on follow-up actions.
4. The advisor will provide a written summary of the recommendations to the student and will place a copy in the student's master file.

# **Student Status Review**

## **Preamble**

Social work is based on the values of service; social justice; dignity and worth of the person; importance of human relationships; integrity; and competence. Social work students are expected to integrate and demonstrate these fundamental values; to act in accord with the Code of Ethics of the National Association of Social Workers; to adhere to California State University Bakersfield's Standards for Student Conduct and other applicable laws and regulations; to perform academically at a graduate level; and to show appropriate progress in the demonstration of professional social work skills. A faculty member who believes that a student has not met these expectations may file a request for the Student Status Review Committee to review the student's status.

The Department of Social Work is responsible for assuring that graduates of the program are suited to the profession of social work. The Department of Social Work therefore determines the standards that students must meet for continuation in the social work program, and the Department of Social Work's decisions regarding the status of a student in the program are independent from University decisions regarding the status of a student in the University.

## **Section 1: Guidelines**

A single discrete episode that violates the Department's or University's Standards for Student Conduct, the National Association of Social Work Code of Ethics, or state regulations defining professional misconduct is grounds for review of a student's status. Also, a pattern of recurring behaviors that are inconsistent with the profession's expectations is grounds for review.

The following representative list offers examples of the kinds of behaviors that could justify a review of a student's status. The list is not an attempt to identify every circumstance that would justify a Student Status Review.

1. Does not consistently carry out departmental or practicum responsibilities.
2. Presents frequent personal crises such that tasks, assignments, tests, appointments, and field activities are not completed in a timely manner and/or require rescheduling.
3. Exhibits provocative behavior such that the behavior alienates the student from others, disrupts class or meetings or the flow of work in the practicum agency, or results in repeated complaints from the field instructor, students, faculty, or others in the academic or practicum environment or related agencies.
4. Frequently misinterprets or misrepresents others' communication or behaviors.

5. Displays frequent attention-seeking behavior, which disrupts the academic or practicum environment.
6. Displays erratic, disorganized, incoherent, or unpredictable behavior.
7. Lacks insight or is unable to perceive the negative consequences of own behavior.
8. Frequently blames others or external factors for failures and difficulties in the academic or practicum environment.
9. Takes the position that the student is justified in having hurt or mistreated another person.
10. Repeatedly fails to plan ahead or is impulsive, causing distress, disruption, or harm to others.
11. Is verbally or physically aggressive toward others.
12. Is disoriented to person, place, or time, such that the school or practicum responsibilities cannot be carried out.
13. Is unable to sustain harmonious school and practicum relationships as exhibited by recurring interpersonal conflicts.
14. Displays intoxication or impairment at the University or practicum agency, due to abuse of psychoactive substances.
15. Displays behavior that results in a consensus among faculty and/or field practicum personnel that the student would present a clear threat to others upon entering the professional field of social work practice.
16. Does not earn grades as required for good academic standing.
17. Is charged with a crime.

These standards for students apply to all aspects of the academic environment, including the field practicum.

The Student Status Review Committee may, at its sole discretion, place a student on probation or, when the committee finds that a student has demonstrated behavior so contrary to the standards of the profession for which the student is preparing as to render him/her unfit for the profession, the committee may dismiss the student from the Department. The proceedings and decisions of the Student Status Review Committee are independent from the proceedings and decisions of any other University committee.

## **Section 2: Preliminary Procedures**

A faculty member who believes that a student has not met the Department's expectations may file a request for review of the student's status with the Department Director. The request for review shall be addressed to the Department Director, and it shall contain a written description of the alleged violation and any associated evidence.

Upon receipt of the request, the Department Director shall appoint a committee, which shall meet to review the allegation within one work week. The committee shall determine whether any member of the committee has a conflict of interest in the case or is unable to serve, and, upon such determination, the remaining committee members shall appoint an alternate. The committee shall then review the allegations. By a majority vote, the committee may make one of the following decisions:

1. To refer the matter for informal resolution within the department.
2. To hold a formal hearing.

The decision shall be documented in writing and shall be distributed to the individual filing the allegation, the student, the student's advisor, and the Department Director within one week of the decision. The written decision shall include a statement of the allegations.

If the decision is to refer the matter for informal resolution within the Department, the advisor shall follow up as appropriate to assure resolution.

If the decision is to hold a formal hearing, the chair of the committee shall include a copy of these procedures with the written decision provided to the student, and the chair of the committee shall schedule a meeting as soon as possible, given the need for notification and coordination of schedules.

Notification may be in person, by phone, or by email. If reasonable efforts to notify the student in person, by phone, or by email are unsuccessful, notification shall be by registered mail, return receipt requested, and notification shall be presumed seven calendar days after posting the registered letter. A hearing may be held in the absence of a student once notice is given.

If the decision is to hold a formal hearing, the student may select an advocate to help the student in the meeting. The student is encouraged to contact the University Ombudsman regarding selection of an advocate. The advocate shall assist the student in preparation for the hearing and may assist the student during the hearing. Since a student status review hearing is not a legal proceeding, and since the student has avenues of appeal through legal proceedings, attorneys are excluded from the hearing, and the student advocate may not be an attorney.

### **Section 3: Hearing Procedures**

The following individuals are expected to attend a hearing:

1. The three committee members
2. The student
3. The student's advocate, selected by the student, if desired by the student
4. The student's witnesses, if any



5. One observer, selected by the student, if desired by the student
6. The individual who initiated the review
7. The faculty's witnesses, if any
8. A department designee to take notes on the proceedings

A hearing may be held without the student, the student advocate, the student's witnesses, or the student's observer if the student refuses to accept notice or if any of those individuals does not appear.

Steps in the hearing include the following:

1. Call to order
2. Introduction of participants as listed above.
3. Verification of due notice to the student of the allegations
4. Review of hearing procedures, and disposition of procedural questions, if any
5. Statement by the chair of the allegations
6. Preliminary statement by the individual who initiated the hearing
7. Preliminary statement by the student or student's advocate
8. Presentation of the Department's evidence
9. Questioning of the Departments witnesses\*
10. Presentation of the student's evidence
11. Questioning of the student and student's witnesses\*
12. Executive session to review facts and determine decision

\*At the discretion of the committee chair, questioning may occur following each witness or following all witnesses for each side.

The committee may consider any evidence related to student performance or conduct and shall not be constrained by the terms of the initial allegation.

The committee may make one of three decisions by simple majority vote: dismiss from the Department of Social Work, begin academic probation, or continue without probation. Recommendations may accompany any of the decisions.

#### **Section 4: Post-Hearing Procedures**

Within one work week following the hearing, the chair shall deliver a written summary of the evidence and the decision to the individual filing the allegation, the student, the student's advisor, the student's advocate, and the Department Director.

The Department Director shall oversee implementation of the committee's decision.

The student may appeal an adverse decision in the manner prescribed by the University. Upon a finding of error, the University may remand for review, but the University may not impose a decision on the Department.

If probation is the committee's decision, the committee must specify the duration and conditions of probation. At the conclusion of the probationary period the Committee shall review the student's performance and make one of the following decisions: remove from probation, continue probation, dismiss from the Department of Social Work.

# **STUDENT CODE OF CONDUCT**

## **Academic Integrity**

The Department of Social Work strictly adheres to the University's policy on Academic Integrity. 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. The policy, as addressed in the Office of Student Rights and Responsibilities website, is as follows:

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.

There are certain forms of conduct that violate this community's principles. **ACADEMIC DISHONESTY (CHEATING)** is a broad category of actions that use fraud and deception to improve a grade or obtain course credit. Academic dishonesty (cheating) is not limited to examination situations alone, but arises whenever students attempt to gain an unearned academic advantage. **PLAGIARISM** is a specific form of academic dishonesty (cheating) that consists of the misuse of published or unpublished works of another by claiming them as one's own. It may consist 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 appropriate citation. Another example of academic dishonesty is the **SUBMISSION OF THE SAME**, or essentially the same, **PAPER** or other assignment for credit in two different courses without receiving prior approval from the instructor of the affected courses.

If a faculty member suspects academic dishonesty or plagiarism, he/she will request a Student Advisement and/or a Student Status Review to deal with the dishonesty. See the above sections for these procedures.

## **Principles of Academic Freedom**

Freedom of inquiry and the open exchange of ideas are fundamental to the vitality of our academic institutions. The notion that freedom and national security are opposed denies the basic premise of a free democratic society where open exchange of information, public access to vital information, and ability to openly challenge governmental decisions without fear of reprisals, increases rather than hinders national security.

The principles of academic freedom are critical to ensure higher education's important contribution to the common good. Basic academic freedom includes the ability to do research and publish the freedom to teach and the freedom to communicate extramurally. The principles of academic freedom are addressed in the 2016-2018 CSUB Catalog.

### **Philosophy Regarding Academic Freedom in the Classroom**

The expression of different points of view in the classroom by faculty and students is not only a right but also a responsibility. Although we cannot control the interpretations of others, we must always remember why we are here: to enlighten, nurture and educate. It is our responsibility to try to provide an environment of mutual respect in which individuals can express their opinions. Instructors often present controversial opinions (some of which they do not personally believe to be true) in order to stimulate conversations and higher reasoning amongst students. This ability must not be eroded. Students do have the right to be graded fairly and the right for professors and the university to protect their academic freedom. Having an ideological divergent opinion does not constitute grounds for punitive action. (CSUB Catalog 2016-2018)

### **Sexual Harassment Policy**

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, Bakersfield 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 an employee's work performance, or creating an intimidating, hostile, offensive or otherwise adverse working environment;
- 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.

Sexual harassment will not be tolerated by the university and may result in disciplinary action, up to and including termination or dismissal. Administrative personnel are available to answer questions or handle complaints by students, employees, student applicants or employee applicants. The names and office locations of sexual harassment counselors and respective administrative personnel are available in the Counseling Center and the Office of Personnel Services. Any employee or student who believes that this policy has been violated should promptly report the facts of the incident(s) and the person(s) involved.

Formal complaints alleging sexual harassment of employees or applicants for employment should be made to the Director of Human Services, Administration 104, 654-2266. Complaints involving sexual harassment of students should be made to the Ombudsman, located in the Counseling Center, Health Services 13, 654-3366. Such complaints will be investigated without delay in accordance with university procedures and appropriate action taken.

### **Student Complaint and Grievance Procedures**

The policy and procedures specified herein deal only with individual student complaints and/or grievances against the actions and/or decisions of faculty, academic administrators, or staff professionals. The complaints and/or grievances may concern but are not restricted to:

- (1) an assigned final course grade,
- (2) administration of records,
- (3) admission to a program, or
- (4) requirements for program completion

Group grievances are not permitted. Complaints and/or grievances will not involve allegations of dishonesty or abuse of professional responsibility as such allegations fall strictly under formal University disciplinary proceedings. Procedures for redress of grievances must protect the respondent against unsubstantiated and false charges of bias or unfairness. Therefore, in a grievance there is a presumption that procedures have been fairly followed. It is the responsibility of the grievant to demonstrate otherwise. The final responsibility for assigning or changing a student's record rests solely with the faculty, academic administrators, or staff professional. For more information

regarding student complaint and grievance procedures visit:

[http://www.csub.edu/academicprograms/Documents/Grievance Procedures.pdf](http://www.csub.edu/academicprograms/Documents/Grievance_Procedures.pdf)

## **Appendix: Forms**



**CSU Bakersfield  
Department of Social Work  
Change of Name/Contact Information**

Please submit to the Department Administrative Support Coordinator, DDH A100

Student's Name \_\_\_\_\_ CSUB ID#: \_\_\_\_\_

Current Name: \_\_\_\_\_ Prior Name: \_\_\_\_\_

**New Address:**

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**Old Address:**

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New email: \_\_\_\_\_ Prior email: \_\_\_\_\_

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**Student Signature**





**CSU Bakersfield  
Department of Social Work  
Thesis Committee Approval Form**

Note: Full time students must submit in the last quarter of the Foundation year;  
part time students by the end of the Winter Quarter in their second year.

Student's Name \_\_\_\_\_ CSUB ID#: \_\_\_\_\_

Email: \_\_\_\_\_ Phone: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_

Emphasis \_\_\_\_\_

As confirmed by their signature, the following faculty have agreed to serve on my  
thesis committee.

Thesis Chair: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Committee Member: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Committee Member: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Approved: \_\_\_\_\_  
\_\_\_\_\_ Date \_\_\_\_\_  
Department Director



**CSU Bakersfield  
Department of Social Work  
Thesis Proposal Approval Form**

Student name: \_\_\_\_\_ CSUB ID#: \_\_\_\_\_

Thesis Topic:

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**Committee Approval**

Thesis Chair: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Committee Member: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Committee Member: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**IRB Authorization**

Date of IRB Authorization Letter [attached]: \_\_\_\_\_

Letter:  grants authorization  states activity does not require IRB review

Department Chair: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Sample Thesis Title Page**

**EFFECTIVENESS OF TECHNOLOGY  
INTEGRATION AND THE LEARNING OUTCOMES  
OF STUDENTS IN A NEW MSW PROGRAM**

**A THESIS**

**SUBMITTED TO THE  
FACULTY OF THE DEPARTMENT OF SOCIAL WORK,  
CALIFORNIA STATE UNIVERSITY, BAKERSFIELD**

**BY**

**(YOUR NAME)**

**IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF  
MASTER OF SOCIAL WORK**

**(Date: \_\_\_\_\_)**

## Thesis Sample Signature Page

This thesis has been completed under our supervision in accordance with the regulations of the Department of Social Work, California State University, Bakersfield, and reflects original work by the author.

Chair: \_\_\_\_\_

Signature: \_\_\_\_\_

Member: \_\_\_\_\_

Signature: \_\_\_\_\_

Member: \_\_\_\_\_

Signature: \_\_\_\_\_

Department Director: \_\_\_\_\_

Signature: \_\_\_\_\_

## **Programs of Study**

**California State University, Bakersfield  
 Department of Social Work  
 MSW Full-Time Program of Study  
 For students admitted Fall 2022**

**Student:** \_\_\_\_\_ **Date first enrolled:** \_\_\_\_\_

**I have read and agreed to complete the following program of study, and I understand that I must fulfill the GWAR requirements, if I have not already done so, prior to graduation.**

**Student** \_\_\_\_\_ **Date** \_\_\_\_\_

Foundation Courses (30 semester units required)	Units	Date will take	Date completed	Grade
6000: Professional Social Work Identity	3	Fall 2022		
6100: Foundation Policy in Social Work	3	Fall 2022		
6200: Foundation Human Behavior and the Social Environment	3	Fall 2022		
6300: Foundation Social Work Research	3	Fall 2022		
6400: Generalist Social Work Practice	3	Fall 2022		
6410: Diagnostics Process in Social Work	3	Spring 2023		
6420: Foundation Micro Social Work Practice	3	Spring 2023		
6430: Foundation Mezzo Social Work Practice	3	Spring 2023		
6440: Foundation Macro Social Work Practice	3	Spring 2023		
6500: Foundation Social Work Field Practicum	3	Spring 2023		

**I am aware of the GWAR requirement and of the deadline to apply for graduation.**

**Student** \_\_\_\_\_ **Date** \_\_\_\_\_

**I have reviewed the student's progress on this plan of study.**

**Advisor** \_\_\_\_\_ **Date** \_\_\_\_\_

<b>Advanced Courses (30 semester units required)</b>	<b>Units</b>	<b>Date will take</b>	<b>Date completed</b>	<b>Grade</b>
6260: Advanced Human Behavior and the Social Environment	3	Fall 2023		
6360: Advanced Research in Social Work	3	Fall 2023		
6460: Advanced Social Work Practice I	3	Fall 2023		
6560: Advanced Field Practicum I	3	Fall 2023		
Elective	3	Fall 2023		
6160: Advanced Policy in Social Work	3	Spring 2024		
6470: Advanced Practice II	3	Spring 2024		
6590: Culminating Project	3	Spring 2024		
6570: Advanced Field Practicum II	3	Spring 2024		
Elective	3	Spring 2024		

**California State University, Bakersfield  
Department of Social Work  
MSW Part-Time Program of Study  
For students admitted Fall 2022**

**Student:** \_\_\_\_\_ **Date first enrolled:** \_\_\_\_\_

**I have read and agreed to complete the following program of study, and I understand that I must fulfill the GWAR requirements, if I have not already done so, prior to graduation.**

**Student** \_\_\_\_\_ **Date** \_\_\_\_\_

<b>Foundation Courses (30 semester units required)</b>	<b>Units</b>	<b>Date will take</b>	<b>Date completed</b>	<b>Grade</b>
6000: Professional Social Work Identity	3	Fall 2022		
6200: Foundation Human Behavior and the Social Environment	3	Fall 2022		
6400: Generalist Social Work Practice	3	Fall 2022		
6410: Diagnostic Process in Social Work	3	Spring 2023		
6420: Foundation Micro Social Work Practice	3	Spring 2023		
6430: Foundation Mezzo Social Work Practice	3	Spring 2023		
6100: Foundation Policy in Social Work	3	Summer 2023		
6440: Foundation Macro Social Work Practice	3	Fall 2023		
6160: Advanced Policy in Social Work	3	Fall 2023		
Elective	3	Fall 2023		

**I am aware of the GWAR requirement and of the deadline to apply for graduation.**

**Student** \_\_\_\_\_ **Date** \_\_\_\_\_

**I have reviewed the student's progress on this plan of study.**

**Advisor** \_\_\_\_\_ **Date** \_\_\_\_\_



<b>Advanced Courses (30 semester units required)</b>	<b>Units</b>	<b>Date will take</b>	<b>Date completed</b>	<b>Grade</b>
6300: Foundation Research in Social Work	3	Spring 2024		
6500: Foundation Social Work Field Practicum	3	Spring 2024		
Elective	3	Spring 2024		
6360: Advanced Research in Social Work	3	Summer 2024		
6260: Advanced Human Behavior and the Social Environment	3	Fall 2024		
6460: Advanced Social Work Practice I	3	Fall 2024		
6560: Advanced Field Practicum I	3	Fall 2024		
6470: Advanced Social Work Practice II	3	Spring 2025		
6570: Advanced Field Practicum II	3	Spring 2025		
6590: Culminating Social Work Project	3	Spring 2025		

**California State University, Bakersfield  
Department of Social Work  
MSW Full-Time Advanced-Standing Program of Study  
For students admitted Fall 2022**

Student: \_\_\_\_\_ Date first enrolled: \_\_\_\_\_

I have read and agreed to complete the following program of study, and I understand that I must fulfill the GWAR requirements, if I have not already done so, prior to graduation.

Student \_\_\_\_\_ Date \_\_\_\_\_

Advanced Courses (30 semester units required)	Units	Date will take	Date completed	Grade
6260: Advanced Human Behavior and the Social Environment	3	Fall 2022		
6360: Advanced Research in Social Work	3	Fall 2022		
6460: Advanced Social Work Practice I	3	Fall 2022		
Elective	3	Fall 2022		
6560: Advanced Field Practicum I	3	Fall 2022		
6160: Advanced Policy in Social Work	3	Spring 2023		
6470: Advanced Social Work Practice II	3	Spring 2023		
6590: Culminating Social Work Project	3	Spring 2023		
6570: Advanced Field Practicum II	3	Spring 2023		
Elective	3	Spring 2023		

I am aware of the GWAR requirement and of the deadline to apply for graduation.

Student \_\_\_\_\_ Date \_\_\_\_\_

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I have reviewed the student's progress on this plan of study.

Advisor \_\_\_\_\_ Date \_\_\_\_\_