



SACRAMENTO STATE

UNDERGRADUATE STUDENT HANDBOOK

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CALIFORNIA STATE UNIVERSITY, SACRAMENTO
DIVISION OF SOCIAL WORK

Welcome New Students:

The information provided in this booklet will help you in understanding the Undergraduate Social Work Curriculum. We hope it will lessen the sometime confusing experience of college. The Undergraduate Program Director and the Division Advisor are available to answer any questions you may have regarding your Social Work major.

The baccalaureate is the first level of professional education for entry into the profession. The baccalaureate social worker should attain a beginning professional level of proficiency in the self-critical and accountable use of this bio-psychosocial knowledge and integrate this knowledge with the liberal arts perspective and the professional foundation content.

Students who receive a baccalaureate degree from an accredited SOCIAL WORK program should possess the professional judgment and proficiency to apply, with supervision, the common professional foundation to direct service systems with client systems of various sizes and types.

The curriculum of the undergraduate program prepares students for a generalist social work practice and is based upon the goals, ethics and standards of professional practice. These skills are essential for beginning level proficiency in professional practice, in accordance with the standards of the Council on Social Work Education, the National Association of Social Workers, and the considered judgment of the faculty members of the Division of Social Work.

Our Vision:

We envision our graduates to be part of a globally conscious educational community with a lifelong passion for learning and a quest for excellence whose practice is guided by a commitment to sustainable human and societal development. Our individual faculty strengths join to create a mosaic of integrated program excellence. Our curriculum is distinctive and continually works toward evaluation and dynamic change through engagement and interaction with our diverse community. Through teaching, research, and joint collaboration we address solutions to community and world problems using various levels of intervention with a commitment to social justice.

Mission of the Division of Social Work

The Division of Social work strives to prepare competent social workers who can both lead and serve the richly diverse region in the development and delivery of services that contribute to human well-being and social justice. Towards this end, the division offers high quality undergraduate and graduate degree programs and teaching, research, and joint collaboration with the community.

Our mission is strengthened by the following guiding principles:

- As the Division of Social Work, we value the richness of human diversity; respect for human uniqueness; and constructive response to the challenges of diversity in an evolving pluralistic society.
- We value an educational curriculum and practice approaches that advance social justice: including, but not limited to, the attention to human rights; confrontation and transformation of oppressive forces; and empowerment of populations at risk.
- We value the importance of human relationships that are strength-based and promote human well-being, through collaborative and partnership processes.
- We value the preparation of ethically-driven, critical-thinking change agents who practice with and on behalf of individuals, families, groups, organizations, and communities.
- We value recruiting and maintaining a diverse faculty who collectively share the Division's guiding principles and whose individual strengths and experiences provide special expertise to accomplish the Division's mission.
- We value the inevitability of change as evidenced by our commitment to a curriculum that is dynamic and responsive to different levels of knowledge and practice approaches.

Social Work Values and Ethics

The values and ethics of the social work profession are integrated throughout the undergraduate curriculum including the introductory social work course students take in the freshman or sophomore year. With each course students further develop their understanding and appreciation for the mission of the profession and the critical importance of the profession's values and ethics. The introductory course (SW 095) examines the Code of Ethics by examining its function within the role of social worker. Ethical decision making is introduced from a generalist perspective, with emphasis on core values and course objectives are related to having a general understanding of how the Code of Ethics may be applied. Throughout the curriculum students engage in learning experiences which promote the development of awareness of personal values and the primacy of promoting the values and ethics of the profession. See NASW Code for broad guidance (<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>.)

Undergraduate Program

The objectives of the undergraduate program are based upon the following sections of the CSWE Curriculum Policy Statement:

- a. The purpose of undergraduate social work education is to prepare students for generalist social work practice.
- b. The baccalaureate is the first level of the professional education for entry into the profession. The baccalaureate social worker should attain a beginning professional level of proficiency in the self-critical and accountable use of this social knowledge and integrate this knowledge with the liberal arts perspective and the professional foundation content.
- c. Students who receive a baccalaureate degree from an accredited social work program should possess the professional judgment and proficiency to apply, with supervision, the common professional foundation to direct service systems with client systems of various sizes and types.

The curriculum of the undergraduate program is based upon these goals and reflects a commitment to impart the ethics and standards of professional practice as well as the skills which are essential for beginning level proficiency in professional practice, in accordance with standards of the Council on Social Work Education, the National Association of Social Workers, and the considered judgment of the faculty members of the Division of Social Work.

BASW Program Goals

1. **Leadership:** Provide leadership in the development and delivery of services responsive to strengths and challenges within the context of human diversity, human rights, oppression and social justice with special attention to BASW practice contexts.
2. **Competencies:** Prepare ethically-driven, critical thinking, competent beginning professional social workers with a generalist perspective and skills as applied to specific and emerging areas of practice.
3. **Curriculum:** Provide curriculum and teaching practices at the forefront of the new and changing knowledge base of the theory and research in social work and related disciplines as well as the changing needs of our diverse client systems.
4. **Global Perspective:** Analyze, formulate and influence social policies that develop and promote a global as well as local perspective within the context of the historical emergence of Social Work practice regarding human rights, oppression and social justice.

5. Accessibility: Structure and offer programs and curricula in a way that provides availability and accessibility (weekend, night classes) that meet the needs of our diverse student body as well as complies with CSWE accreditation standards.
6. Diversity: Recruit, develop and retain diverse students and faculty who will through multi-level practice contribute special strengths to our programs and profession.

PROGRAM LEARNING OBJECTIVES

Graduates demonstrate the ability to:

1. Apply critical thinking skills to question, understand, and analyze phenomena in the context in which they occur.(Critical thinking)
2. Internalize professional values and ethics of NASW's Code of Ethics (<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>) and the principles for ethical decision making. (Values and ethics)
3. Respect the multi-dimensions of diversity and understand the meaning of these in practice with and on behalf of diverse client systems. (Diversity)
4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of empowerment, advocacy, and social action that advance social and economic justice. (Oppression and social justice)
5. Identify and interpret significant trends and issues in the history of the social work profession and its contemporary practices and issues. (Social work profession)
6. Apply the general problem-solving and strength-based methods and selected theory and skills specific to practice with individuals, families, groups, organizations, and communities, (Generalist practice)
7. Apply developmental and ecosystems perspectives and selected human behavior theories to multidimensional assessments in generalist practice. (Human development and behavior)
8. Assess the relationship of social policies to client system needs and engage in planned activities to develop policies and services responsive to human well-being and social justice. (Social welfare policies and services)
9. Develop an empirical base for practice through evaluation of research studies, use of research findings, and evaluation of practice interventions.(Research)

10. Use relationship and communication skills to establish facilitative conditions for professional relationships. (Relationship/communication skills)
11. Use supervision and consultation for continuous development of awareness, knowledge, values, and skills.(Supervision and consultation)
12. Use organizational resources to serve client systems and help develop needed resources.(Organizational competence)

The General Plan: The curriculum plan of the combined social work program of the Division of Social Work begins with the liberal arts (General Education) completed during the freshman and sophomore years. During the junior year, social work majors commence the professional foundation; and in the senior year, the beginning generalist curriculum is completed.

The Liberal Arts Preparation: Students complete courses as follows to satisfy General Education requirements:

Area A Basic Subjects	(9 units)
Area B Physical Universe and its Life Forms – including content on human biology and courses on quantitative reasoning	(12 units)
Area C Arts and Humanities	(12 units)
Area D Individual and Society	(15 units)
Area E Undergraduate Personal Development	(3 units)

Social Work students should complete courses in Economics, Psychology, Sociology, Anthropology, Biology, Ethnic Studies, and Women's Studies.

All students must pass a required Writing Placement for Juniors (WPJ), portfolio or ENGL 109 before enrolling in the required upper division Writing Intensive courses. The Writing Intensive courses are specially designed courses that include extensive writing requirements. The Division offers two writing intensive courses as part of our Social Welfare & Human Behavior courses (electives): SW 126 Theories of Criminal Behavior and SW 191 Exploration of Veterans Studies.

Pre-Major for the BASW Program:

Students who want to become a pre-major in Social Work should take the courses from the following three G.E. areas, and earn "C" or better ("C minus" is not acceptable) before being added to the major. Please note, effective for all

freshmen starting in the fall 2019 term, the minimum grade requirement is a “B” or better (“B minus” is not acceptable) and must have a 2.5 Sac State and Cumulative GPA.

Area B2 Life Forms (at least 3 Units)

Select one of the followings:

BIO 1	Biodiversity, Evolution, and Ecology
BIO 10	Basic Biological Concept
BIO 20	Biology: A Human Perspective
ANTH 1	Introduction to Biological Anthropology

Area D1 Foundation in Social and Behavioral Sciences (at least 3 units)

Select at least one of the followings:

ECON 1A	Introduction to Macroeconomic Analysis
ECON 1B	Introduction to Microeconomic Analysis
PSYC 2	Introductory Psychology
SOC 1	Principles of Sociology

Area D2 Major Social Issues of the Contemporary Era (at least 3 units)

Select one of the followings:

CRJ 1	Introduction to Criminal Justice and Society
GERO 100	Aging Issues in Contemporary America SOC 3 Social Problems
SOC 10	Issues in Crime and Social Control

Professional Foundation: Undergraduate.

The professional foundation in social work education, in accordance with liberal arts perspective, is built upon knowledge and expertise from a wide variety of fields of scientific study. The academic subjects which prepare students for studies in the theory and practice of social work are contained in content areas within the liberal arts curriculum, defined as General Education content in the California State University system. General Education requirements *must be completed by the student prior to enrolling in courses in the field and practice sequence.*

Students are also responsible for completing all university graduation requirements, which include Foreign Language, American Institutions, English Composition, Race & Ethnicity in American Society, and Writing Intensive.

Program Advising Center

In order to assure consistent and regularly available academic advising, the Division of Social Work maintains the Advising Center. The Advising Center is located in Mariposa Hall 4010 and is staffed by the division advisor. Office hours and appointment information are posted on the bulletin board outside the division office, on the division's website and through an online reservation system. All undergraduate students will be assigned to the Division Advisor.

Consideration and approval of program exceptions and monitoring student's progress are vested in the Director of the Undergraduate Program, who is also available for advising during their office hours as well as by appointment.

Advising is the process by which students can be assisted to complete successfully all requirements of the program in a timely manner. The Division Advisor is knowledgeable about the policies and procedures of the University and the Division of Social Work and is available to students at scheduled times to provide that assistance. It is intended that the division advisors create an atmosphere in which students feel comfortable in discussing issues and or challenges interfering with academic performance.

Responsibility for initial planning is the student's, although students are ~~now~~ required to seek advising prior to completing certain forms (see below) as part of the formal process of becoming eligible to join the division and graduate.

For most students, it is only necessary that information be provided so that an educationally sound schedule can be maintained. A few students will have special circumstances necessitating more involvement of the Division Advisor. The advisor does not approve exceptions to University or Division policy but can be crucial to the process of the student securing appropriate consideration by assuring that proper procedures are followed. The Undergraduate Program Director and or Department Chair provide final approval of exceptions.

Thus, a crucial part of the advising process is ensuring that all decisions made by the Division Advisor and student are recorded in the student file. Copies of all memoranda recording such decisions and notes are saved utilizing EAB, a university maintained program.

Advising Goals for the Division of Social Work BSW Program

In keeping with the University Undergraduate Academic Advising policy (<http://www.csus.edu/umannual/acad/uma00050.htm>):

The following represents the Division of Social Work Advising policy and Goals adopted April 21, 2018

- All admitted first-year freshman and first-year transfer students must attend university and program required orientation respectively, prior to registering for Social Work courses.
- All admitted first-year freshman and first-year transfer students must meet with the Social Work program advisor to switch from pre-major to declared Social Work major and/or switch from another academic program to be declared a Social Work major.
- All matriculated pre Social Work and declared students must meet with the Social Work program advisor or Undergraduate Program Director once per academic term from point of program entry to program exit
- All declared Social Work students must meet with the Social Work division advisor or Undergraduate Program Director for advising before being permitted to enter their undergraduate field practice experience
- All matriculated Social Work declared students must meet with the Social Work program advisor in their senior year, prior to applying for graduation to ensure that all coursework is satisfied or planned/in progress to be satisfied

Division of Social Work Program Advising Plan for all Pre-Major and Declared Students:

- All major/program advising must take place with the Social Work Division Advisor, Undergraduate Program Director, or program appointed designee
- All Social Work declared and pre-major students must make individualized academic plans with the program advisor that coincide with university online advising platforms; "SMARTPLANNER" and "EAB"
- All program related holds will be removed once the student has met with the Social Work program advisor or Undergraduate Program Director to create a new or revised academic plan

Program Advising Plan for students on Academic Probation

- All declared Social Work major students placed on academic probation or at risk to be so designated must meet with the Undergraduate Director or designee. Failure to comply will result in a hold on the student's record and block ability to register for social work courses. Once the student has met with the Undergraduate Director or designee, the hold will be removed
- All students placed on academic probation must attend mandatory advising once per academic year. However, it is recommended that students on

probation meet once each semester to ensure they stay on track and be removed from probationary status

Each academic program shall periodically assess the effectiveness of their academic advising plan, as it relates to its advising goals, and make improvements, as needed. In those cases where College advising programs are in place, the College shall periodically assess the effectiveness of their academic advising plan and make improvements, as it relates to the its advising goals.

- The academic program will make annual assessment(s) to examine program effectiveness once per academic term to review numbers, academic progress and suggestions for program development
- The academic program will provide opportunities for professional development for the Division Advisor and Undergraduate Program Director, including annual conferences, campus summits, and participation on campus committees
- The Division Advisor will address student and program concerns or needs with the Undergraduate Program Director and Program Chair
- The Division Advisor will collaborate with the College of Health and Human Services to support the Student Success Center program efforts

Understanding that students may seek advice in the Academic Advising Center; all programs should coordinate their advising policies and procedures with the Academic Advising Center, including updates to their advising requirements and/or list of advisors, as well as communicating any requirements for the courses selected by students.

- The Division Advisor will support the Undergraduate and Graduate Program Directors to advise prospective, admitted, matriculated, and continuing students
- The Division Advisor will be supported to attend campus-wide Advising Council meetings, Advising summits, and annual conferences (as resources and schedules allows)
- The program will collaborate with the Academic Advising Center on advising policy and provide timely updates regarding any programmatic changes to the major, process, and/or catalog.
- The Program will collaborate and remain in close partnership with the campus Articulation Officer through the Department of Admissions and Outreach to maintain accurate course articulation with and from the California Community Colleges
- The Division Advisor will maintain partnership and collaboration with the Office of the University Registrar to maintain accurate undergraduate student records

- The Division Advisor will maintain partnership with the Office of Case Management and to ensure students are connected to campus resources
- The Division Advisor will maintain partnership with the Office of Student Health and Counseling Services to provide students with campus referrals.

Academic Requirements

The BASW (Bachelor of Arts in Social Work) degree program has specific requirements that must be completed successfully in order to earn the degree. These requirements are outlined below and cannot be waived or otherwise changed by the Division Advisor. Approval of the Undergraduate Program Director is required; in some instances, the approval of the Division Director and/or of the Dean of the College of Health and Human Services is required. Students must maintain an average of a "C" (2.0 GPA) throughout the total 48 units of studies required for the BASW. Earning grades such as "C-" and "D" and "F" are not permissible if one is to successfully progress in the program. Any course in the major for which a student receives a grade of C- or lower is considered a failure and will need to be repeated for a higher grade.

Special Notes:

All students should familiarize themselves with the Division of Social Work requirements described in the current *CSUS Catalog*. Letter designations ("A" or "B") after course numbers (i.e., SWRK 140A and SWRK 140B) indicate sequential courses – meaning that SWRK 140A must be successfully completed before attempting SWRK 140B. Please note that SWRK 126 or SWRK 191, if taken as a social work elective, may also be used to fulfill the *CSUS Writing Intensive Course* requirement.

SWRK 102 may be used to satisfy the *CSUS Race and Ethnicity* requirement.

SWRK 150 fulfills Area D Upper Division.

Important Requirements:

- A minimum of **120 units** are needed for the BASW degree; a minimum of **48 units** are needed for the Social Work major courses.
- A Grade of "C" or higher is required for all **48 units** of the Social Work major.

Field Internship requirements

- Prior to entering SWRK 195A (Field Instruction), students must have successfully completed SWRK 95 (or its equivalent), SWRK 102, SWRK 125A, SWRK125B, SWRK 140A, and SWRK 150, and obtain permission from the Field Director; (Co-requisite: SWRK 140B). Students must have completed a minimum of **78 units**. Also, students must have completed the WPJ and foreign language requirements, and all general education courses. Enrollment is limited to students who have secured an approved field placement.
- Students must submit a *Bachelor's Degree Application* by the 1st October, year prior to graduating. Ex. A Spring 2020 graduate would need to apply by 1st October, 2019.
- Students must have completed at least **85 units** prior to submitting a *Bachelor's Degree Application*.
- Students must submit the *bachelor's Degree Application* electronically by

completing the graduation application in the *Student Center* located in the students MySacState account.

- Students should plan for and register in the same section and with the same instructor for SWRK 140 B/C and 195 A/B both fall and spring semester. Exception will only be considered under extraordinary circumstances. Any such changes must be approved by the faculty, Undergraduate Program Director or Department Chair by submitting a petition.

Administrative-Academic Probation and Disqualification when students have:

- A. Withdrawn from all or a substantial portion of their courses in two successive semesters or in any three terms;
- B. Repeatedly failed to progress toward a degree under circumstances within control of the student;
- C. Failed to comply, after due notice, with an academic requirement or regulation.

Adding Courses

No change in a student's original registration will be recognized unless it is made on official forms and accepted by the Division and/or Registrar's Office. It is student responsibility to assure the processing of the forms; **forms should not be left in Division offices after the fourth week of the semester.**

- Students are expected to add courses by using "My Sac State" (<https://www.my.csus.edu>) until the end of the second week of the semester. Course adds that require instructor permission must be added using an add permit available from the academic department.
- Adds in weeks three and four of the semester are processed through the academic department and require approval by the instructor and department chair.
- Adds are not approved after week four (the census date) unless students present evidence of University error that prevented their timely registration. University error does not include failure to meet all payment deadlines. State your reasons for a late add request on a separate page and attach to this petition along with verification of the circumstances. Obtain signatures of the instructor, department chair, and college dean.
- Submit petition to the Registrar's Office, Lassen Hall 2000, for consideration by the vice president (or designee). A late fee of \$10 will be collected (check/money order only). Check back with the Registrar's Office two business days after submitting the petition. If the add is not approved, the fee will be returned to you. If approved, the Registrar's Office will add the course to your schedule.

- Adds for audit must be noted on the petition, and the petition must be submitted to the Registrar's Office. No adds for audit are permitted after the census date.

Dropping Courses

After enrollment is closed, no change in a student's original course registration will be recognized unless it is made on official forms and accepted by the Division and/or Registrar's Office. **It is the student's responsibility to assure the processing of the forms; forms should not be left in Division offices.**

Students are not automatically dropped from class rosters simply by not attending classes. Within the first two weeks of instruction, students are expected to drop courses by using "My Sac State". Student will be charged registration fees for all courses not dropped prior to the first day of instruction. The drop in units refund deadline is the end of the second week of instruction. If no such form is submitted to the Registrar's Office, students will receive a final grade of "WU" in the course(s).

All drops after the second week of instruction must have the approval of the instructor and the Department Chair and are allowed only for "serious and compelling reasons" (usually illness, change in employment schedule, etc.).

Courses dropped during the first four weeks of instruction will not be recorded on the student's permanent record. A grade of "W" will be recorded for courses in which the drop has been authorized after the fourth week of instruction. Students should refer to the Schedule of Classes for deadline dates and procedures when considering adding or dropping a course(s).

Incomplete/Deficient Grades

Students receiving an incomplete after attempting to improve upon a deficient grade earned in a sequence course, SW140 A, B & C – SW125A – SW195A, B & C will not be allowed to take the next course in the sequence until the incomplete is satisfactorily resolved.

A student's academic status is determined by grade point average. Grade Point Average (GPA) is computed by dividing the total number of grade points earned by the number of units attempted, except that neither CR nor NC is included. A GPA of 2.0 indicates a C average; a 3.0 indicates a B average; a 4.0 indicates an A average.

Students must report errors shown on the grade report form to the faculty, who will submit a grade change to university registrar within three months after the semester ends if they wish to request corrections.

Incomplete Grades:

See University Policy (<http://www.csus.edu/umannual/acad/umg05150.htm>)

“Incomplete” grades are allowed for unforeseen but fully justified reasons that preclude the completion of a portion of the course requirements. It is the student's responsibility to provide the pertinent information to the instructor and to reach an agreement on the means of completing the course requirements. Such an agreement is in writing and is filed with the Division by completing an Incomplete contract through the student center.

An incomplete shall not be assigned for the following reasons:

- When it is necessary for the student to attend a major portion of the course when it is next offered.
- Where normal practice requires extension of course requirements beyond the close of the academic term (e.g. thesis or project type courses). In such cases the “RP” (Report in Progress) grade should be assigned
- The student does not have a passing grade

Grade Change Policy

The Department Chair can approve a change in letter grade within 1 semester of its being posted to the student's record only in the case of a declared clerical error: The instructor, in grade estimating or posting, makes a clerical error. Under no circumstances, except when the grade “I” was assigned can a grade change be made as a result of work completed or presented following the close of the grading period. Grades cannot be changed to “W”. Students have until the end of following term, following the posting of an erroneous grade in which attention is to be brought to the error and the correction is made. If the grade change is submitted after the end of the following term, an additional memo is required.

Instructors utilize a special form to change grades, including changing an Incomplete to the grade earned. Grade change forms are submitted to the Registrar's Office only through the University's mail system – not hand-carried by students.

Responsibility for the Assignment of Grades

Grading is the exclusive responsibility of the instructor, within the guidelines of the University. Neither students nor administrators assign grades. Although students can challenge the justness of a grade and can appeal a grade, no grade can be changed without the instructor's approval.

Instructors are required to meet deadlines for submitting grade sheets to the Registrar's Office. Grade sheets cannot be signed and submitted by anyone other than the instructor.

Repeat Policy:

Although every effort has been made to assure the accuracy of the information in this catalog, students and others who use this catalog should note that laws, rules, and policies change from time to time and that these changes may alter the information contained in this publication. Changes may come in the form of statutes enacted by the Legislature, rules, and policies adopted by the Board of Trustees of the California State University, by the Chancellor or designee of the California State University, or by the President or designee of the campus. It is not possible in a publication of this size to include all of the rules, policies, and other information that pertain to students, the institution, and the California State University. More current or complete information may be obtained from the appropriate department, school, or administrative office

Repeat Petition:

A student may repeat any Sacramento State course in which they earned a grade of C- or lower, once and have the most recent grade earned (even if it is a lower grade) used in determining grade point average. The original grade remains on the transcript, but is not included in the GPA calculation. In the case of multiple repeats, the second and all subsequent attempts will be averaged together in the GPA calculation. (EVEN IF THE DEPARTMENT OF THE COURSE GRANTED PERMISSION TO ENROLL IN THE COURSE THIRD OR SUBSEQUENT TIMES, grades of second and all subsequent attempts are averaged together in the GPA calculation.)

Procedures for Student Grade Appeal

Students should first attempt to resolve the grade dispute with the professor before or during the first two weeks of classes the semester following the completion of their course (for example: if the course grade you are appealing was completed in Spring 2019, you will attempt to resolve the dispute within the first two weeks of Fall 2019). Note: ~~You~~ Student must contact the professor during this time period, even if you discussed your concerns about the grade with them in while enrolled in the course.

If that does not resolve the matter, students should immediately speak with the Department Chair (on or before the Monday of the 3rd week of classes).

If the Department Chair is unable to resolve the dispute by the Friday of the 3rd week of classes, the student is eligible to file a formal grade appeal with Academic Affairs.

Canvas closes prior to the start of the following semester. Please print off all documents necessary for the appeal (grades, graded assignments, syllabus, email communications, etc.). Please contact the Grade Appeal Coordinator immediately if you need access to Canvas and it has already closed.

Withdrawal from the University

Students withdrawing from the University (dropping all courses) for physical, emotional, financial, family, health, or other non-academic reasons must submit a semester withdrawal form. Students needing to withdraw from all courses should determine if a Leave of Absence (medical, military, planned educational) is appropriate for maintaining catalog rights for meeting graduation requirements. Students whose withdrawals are processed during the first four weeks of instruction will have the notation "Withdrawal" recorded on their permanent record in lieu of courses being listed. Students withdrawing after the fourth week of instruction will receive a grade of "W" in each course. Requests for withdrawal will be processed during the final four weeks of instruction only for verified and approved circumstances that occurred before that deadline. For circumstances occurring after that time, students should seek arrangements with their instructors before the semester ends to receive Incomplete Grades.

Withdrawal is allowed after the 12th week of instruction only in exceptional cases, such as in cases of accident or serious illness where the cause is due to circumstances beyond the student's control. All signatures are required and the student must meet with an Academic Advisor in the Academic Advising Center. Withdrawals approved during the last three weeks of the semester will not count towards the 18 unit maximum; however, a grade of "W" is still recorded on the transcript.

Verification of illness, accident, etc., should accompany the student's request. Failure to withdraw officially from the University once registration fees are paid will result in students receiving "WU" or "F" grades in their courses. See the CSUS Catalog or the Schedule of Classes for information on refund of fees.

Leave of Absence including Medical Leave-

Refer to the university policy on medical leave and complete the appropriate form https://www.csus.edu/student-affairs/centers-programs/student-services-center/_internal/_documents/leave-of-absence-petition.pdf

Withdrawal and Registration: Information from the Registrar's Office:

For information regarding registration dates, Enrollment Verification- Status, Registration fees, My Sac State- online registration, dropping courses, withdrawing from courses, leave of absence and official transcripts

<https://www.csus.edu/student-life/records-transcripts/http://www.cs>

Social Work Major

Of the total 120 units required for the Baccalaureate degree, the social work major requires 48 units 45 upper division units and 3 lower division units. The major requires 39 units of core courses, 6 units (Electives) to be selected from the social welfare policy courses (including content on policy analysis) and human behavior courses. The curriculum plan of social work major is as follows:

Professional Foundation (Core Courses) - 42 units		Number of units
SW 95	Introduction to Social Work- (only Lower Division course in the major)	3 units
SW 102	Cross-Culture Theory and Practice	3 units
SW 110	Introduction to Statistics for Social Workers	3 units
SW 111	Introduction to Research Methods and Program	3 units
SW 125 A SW 125 B	Human Behavior in the Social Environment	3 units each total of 6 units
† SW 140 A, † SW 140 B † SW 140 C	Social Work Practice	3 units each total of 9 units
SW 150	Welfare in America	3 units
† SW 195 A † SW 195 B	Field Instruction and Integration Seminar	6 units each total of 12 units

Social Electives (six units need from this section- select any two courses (two of these course are writing intensives SW 126 and SW 191)		Number of units
*SW 126	Theories of Criminal Behavior	3 units
SW 129	Human Sexuality in Social Work Perspectives	3 units
SW 132	Social Work and Spirituality	3 units
SW 133	International Social Work	3 units
SW 134	Crimes Without Victims	3 units
SW 136	Poverty and Homelessness in America	3 units
SW 137	The Child and The Law	3 units
SW 138	Violence in the Family	3 units
SW 151	Health Services and Systems	3 units
SW 153	Child Welfare Services	3 units
*SW 191	Exploration of Veteran Studies	3 units
SW 118	Chemical Dependency and Social Work Practice	3 units

*These courses meet the writing intensive requirements

†Non-social work majors are excluded from all practice and field education courses of the undergraduate professional foundation curriculum.

The Social Work Perspective in General Education

The Division of Social Work offers seven courses in the University's Upper Division General Education Curriculum:

SW 102	Cross cultural Theory & Practice: Issues of Race, Gender & Class
SW 126	Theories of Criminal Behavior
SW 134	Crimes without Victims
SW 136	Poverty and Homelessness in America
SW 150	Welfare in America
SW 151	Health Services and Systems
SW 191	Exploration of Veteran Studies: An Ethnographic Approach

*As a part of the field experience (SWRK 195 A/B) and requirements, there are two separate Field Orientations (**these are required with no exceptions**)

- Spring Field Orientation (pre-placement = 2 hours)
- Fall Field Orientation (post-placement = 4 to 6 hours)

Students should plan for and will register in the same section and with the same instructor for SWRK 140 B/C and 195 A/B both fall and spring semester. Exception will only be considered under extraordinary circumstances. Any such changes must be approved by the Undergraduate Program Director and Department Chair with a petition.

These offerings not only assist the University to fulfill its mission regarding the liberal education of the region's citizenry but also extend Social Work and its concerns and commitments far beyond the confines of the major, and the graduate degree program. Simultaneously, these offerings greatly strengthen the position of the Social Work program in the University by contributing significantly to the primary educational mission of the University.

SUMMARY OF THE FIELD EDUCATION CURRICULUM

A. Purpose of Field Education

Field Education is the practice portion of Social Work Education. It is an educationally directed, coordinated and monitored practice experience required of all students. Field Education is a sequence of courses, which are conceptually based in “individual learning” and designed as successive building blocks. Each student is expected to progressively build upon their knowledge and skills from one semester to the next. In this series of courses, students are expected to demonstrate their knowledge, skills, and abilities in real life situations under supervised instruction in accordance with their individualized learning contracts. Field is the sequence of the courses in social work education in which the student is expected to integrate all classroom learning -- human behavior, policy, research, social value and ethics, practice, multicultural diversity and special populations, and social and economic justice -- into actual social work practice in the field.

B. The Relationship of Field Education to Classroom Learning

The integration of class and field learning is the Division’s objective for all social work students. The field practice, taken concurrently with, at minimum, the academic practice courses, affords students the opportunity to integrate experimental learning with classroom instruction--to bring different ideas, methods, etc., to the classroom and to take the same back to the field site.

The curriculum design, called the Concurrency Model, better facilitates the integration of theory, human behavior, policy, research, social value and ethics, practice, multicultural diversity and special populations, and social & economic justice-into actual social work practice. Every effort is made to use the learning experience gained in the field in all class discussion and to structure class assignments so that they may be integrated in the field.

C. 195-- Time Requirements, Sequencing, Evaluative Criteria

The undergraduate field sequence requires students to be in a field placement for two semesters, two days per week (8 hours/day) for a total of 64 days. Each student is required to complete a Learning Agreement with the Field Instructor and Faculty Field Liaison. The Learning Agreement incorporates the learning competencies in the end of the semester evaluations. Students are assessed by their respective Field Instructors twice per year (at the end of each semester). Field instructors assess each student by using the Division’s standardized “Generalist” evaluation criteria and rating scale for undergraduates.

1. These evaluations are given to the student's Faculty Field Liaison who recommends the student's field grade of CREDIT or NO CREDIT or INCOMPLETE to

- the Coordinator of Field Education.
2. Students are expected to achieve a level of “beginning competency” for BA entry-level positions by the end of two semesters.

D. Work, Volunteer and or Life Experiences Credit

While the BASW program highly value the work, volunteer and life experiences of its students, unfortunately no academic credits will be offered for such experiences.

STUDENT RIGHTS AND RESPONSIBILITIES

PREAMBLE

This University exists to provide an opportunity for education to enable students to live a more perceptive and fulfilling life. Its aim is to inspire them in creative and critical thinking and to encourage them to contribute their ideas for the improvement of the society in which they live.

Basic to the achievement of these purposes is freedom of expression and communication. Without this freedom, effective sifting and testing of ideas ceases, and research, teaching and learning are stifled. Knowledge is as broad and diverse as life itself, and the need for freedom is equally broad. The University always must strive to strike that balance between maximum freedom and necessary order which best promotes its basic purposes by providing the environment most conducive to the many-faceted activities of research, teaching, and learning.

Upon enrollment, the student becomes a member of the academic community and thereby accepts both the rights and responsibilities associated with that membership. As a member of the academic community, students have the right to challenge any attempt to deprive them of their rights, either as a citizen or as a student. The policies and procedures contained in this document attempt to define both the students' freedom and the limits to those freedoms.

Statement of Student Rights and Responsibilities is subject to and limited by all applicable regulations of the Constitution of the United States and of state law, including regulations passed by the Trustees of the California State University and local campus regulations duly instituted by the President of the University.

The campus is not a sanctuary immune from civil law and authority, and students may be prosecuted for violation of the law, whether an action occurs on the campus or off; however, University sanctions will be imposed only for those violations that interfere with University functions.

It is the responsibility of each student, faculty, administrative, and staff person to adhere to all policies in this document.

To protect student rights and to facilitate the definition of student responsibilities at California State University, Sacramento, the following statements are set forth (see University Policy Manual for guidance regarding university policies <http://www.csus.edu/umannual/acad%5Cumw20200.htm> and specifically for Students Rights and Responsibilities <http://www.csus.edu/umannual/student/STU-0119.htm> to ensure that the Division of Social Work is not in conflict with the University's documents):

Freedom of Access to Higher Education. The University is open to all persons who

are qualified according to its admission standards and current resource limitations. In addition, the University shall make all possible efforts to provide for the education of all students by making equitable provision for their admission, instruction, counseling, and housing. Under no circumstances will an applicant be barred from admission to the University because of race, religion, creed, sex, national origin, ethnic background, political affiliation, economic status, handicap, or age. The University will inform all prospective students, upon request, of the academic standards required by the University. Normally these standards will be contained in the University catalog.

RIGHTS IN THE CLASSROOM

The classroom is the essential part of the University, and the freedom to learn should be promoted and encouraged by the instructor. Students have the right to assume and expect:

- A. That they will be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students will be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.
- B. That they will receive thoughtfully prepared presentations which are purposefully related to the stated objectives of the course, consonant with the description in the University catalog.
- C. That instructors will inform them of the course requirements, the methods to be employed in determining the final course grade, and of any special requirements, including attendance, prior to the last day to drop a course without penalty.
- D. That they will be provided with an opportunity to review and discuss any graded examinations and papers. It is expected that examinations will be graded within a sufficiently appropriate time to make the examinations part of the student's learning experience. Students have the right to review and discuss all tests and papers by the last academic day of each semester, if feasible. Faculty must keep all examinations and papers submitted by students for at least one semester after the completion of the course to enable students to review their work if it was not possible for this review to take place by the last academic day of the semester as noted above.

- E. That all instructors will meet their classes regularly and at scheduled times and that an effort will be made to notify students when class is not being held or when an instructor is to be late.
- F. That all instructors will provide a reasonable proportion of time for student conferences, and office hours for these student conferences shall be posted and adhered to.
- G. That their course grade represents the instructor's good-faith judgment of the student's performance in the course. (A lack of good faith may be established by adequate demonstration that a grade was based on something other than the student's performance in the class, as outlined in grievance procedures.)
- H. That unjustified failure of the instructor to meet classes, repeated lack of preparation which results in incompetent performance by the instructor, or discrimination against a student because of his or her race, religion, creed, sex, national origin, ethnic background, political affiliation, economic status, handicap, or age, is a legitimate ground for student complaint to the department, or division, or the dean of the school.
- I. That they may participate in procedures designed to solicit their opinion on teaching effectiveness. The school/division deans/chairs, with adequate input from faculty and students, shall be responsible for developing procedures for obtaining and utilizing student opinion on teaching effectiveness. The results may be made available by the department.
- J. That race, religion, creed, sex, national origin, ethnic background, political affiliation, economic status, handicap, or age differences shall not be used in a derogatory manner in the classroom.
- K. That graduating seniors have the right to complete all requirements for a course before Commencement.
- L. That they not be given tests or additional work beyond what has already been assigned during the week prior to final examinations of each semester. With the permission of the instructor, graduating seniors may waive the rights stated in Section K.

RIGHT TO PRIVACY

- A. The student has a right to protection against improper disclosure of information concerning grades, personal views, beliefs, political associations, health, counseling, or character which any faculty, administrative, or staff person acquires in the course of his/her professional relationship with the student. Character references and written and recorded statements of ability, including recommendations sought by prospective employers, based upon information contained in cumulative record files, will be provided only with the knowledge and prior written consent of the student. Exceptions will be made only where law dictates.
1. To minimize the risk of improper disclosure of information contained in a student's cumulative record file, separate files shall be kept for each student. The conditions of access to each individual's file shall be contained in a policy statement available in the office of the Dean of Student Affairs. Transcripts of academic records will contain only information about academic status and performance. Disciplinary status will be added to transcripts only when authorized by the President, with notification to the student. Information from cumulative record files will not be available to any person, on-campus or off-campus, without the express written consent of the student involved except where authorized by law. Provision shall be made, in accordance with state law, for routine destruction of non-current disciplinary records in accordance with the "Policy on Disciplinary Records" on file in the office of the Dean of Student Affairs.
 2. Students shall have the right to see all cumulative record files pertaining to them and the right to include a response to any information contained therein.
- B. Members of the University community enjoy rights of privacy in their living quarters as do members of the general community. The rooms of University residency students shall not be searched and personal possessions of students shall not be seized unless authorized by University regulations as stated in the housing license or by laws of California. Routine sanitary inspection may be conducted by campus officials in on-campus housing when they are accompanied by resident assistants, but only upon prior notice of at least 24 hours. The student must be present during any search or inspection by University officials.

RIGHTS TO FREEDOM OF ASSOCIATION

Students are free to organize, join associations, and promote their common interests. Students shall be free to discuss openly all questions of interest to them; and to express their opinions publicly or privately. The membership policies and actions of CSUS student organizations will be determined by those students who hold bonafide membership in the University, as long as they are non- discriminatory and in accordance with law, Trustee, and University policy.

- A. No student, shall, on the basis of sex, race, religion, national origin, creed, ethnic background, political affiliation, economic status, handicap, or age, be denied the benefits of participation in student organizations at CSUS.
- B. Affiliation with a non-University organization does not qualify a student organization from University or ASCSUS recognition.
- C. Any organization whose purposes are not prohibited by law or regulations of the Trustees shall be entitled to petition for recognition by the University.
- D. Student organizations and interest groups are required to submit a current list of officers, a statement of non-discrimination, and a faculty advisor where appropriate, to the Dean of Students or designee. They are not required to submit a list of members as a condition of recognition.
- E. The University exercises no control over the student's involvement in off-campus events which have no relationship with the University.

RIGHT TO FREEDOM OF INQUIRY, EXPRESSION, AND INFORMATION

Students are permitted the fullest expression of beliefs through any means that are orderly and do not violate the rights of others.

- A. The University will not condone acts of violence, vandalism, coercion, or other illegal interference with its legitimate functions.
- B. Students and student organizations are free to invite and to hear any person of their choosing. However, speakers or programs funded from mandatory student body fees are subject to prior review to assure conformance to Trustee

and campus policy. If campus facilities are needed and available, the scheduling procedure will insure order and adequate preparation for the event, but in no instance will the University be used as a device for censorship or restraint beyond valid Trustee regulation, University policy, or law.

- C. The students, through their official governing body, the Associated Students of California State University, Sacramento, have the right to an effective and representative role in expressing their wishes.
- D. The student shall have the right to access all documents containing University, school and departmental policies, procedures, standards, and regulations.

RIGHTS REGARDING PUBLICATION

Student-controlled media are available to the campus community and are also essential in stimulating intellectual exploration and in keeping open the channels of free and responsible communication.

- A. The Associated Students of California State University, Sacramento, student organizations, and individual students may publish and otherwise communicate information and opinion. These groups and individuals are not liable or subject to sanctions and restraints beyond those imposed by provisions set forth by the ASCSUS Media Board, Trustee regulations, University policy, or law.
- B. Student publications and other communications media are guaranteed the editorial freedom necessary to engage in free inquiry and expression without advance approval of content. Appointment and removal of editors shall be in accordance with duly established procedures of the appropriate ASI agency.

RIGHTS OF DUE PROCESS AND APPEAL

Student Discipline

The student shall have the right of due process and appeal in matters of student discipline, as prescribed by California State University and Colleges Student Disciplinary Procedures, copies of which are available in the office of the Dean of

Student Affairs. The student shall be considered innocent unless proven guilty.

At their request, all students shall have the right to counsel during any questioning by any University official that may reasonably lead to initiation of any disciplinary action. The right to counsel may be exercised at any time during questioning in which the student feels that he/she is in need of counsel.

The student shall be informed of this right by the official before any questioning and shall be informed of the capacity in which the official questioning him/her is serving, i.e., discipline investigation or informal conversation.

"Counsel" shall be interpreted to mean any other person the student chooses, attorney or lay. The student should be aware that the use of an attorney will mean the possible forfeiture of an informal hearing.

Student Grievances

Procedures have been established to hear grievances of students who believe their basic rights have been denied or violated. These procedures include methods of redress for students whose rights are found to have been abridged. It is hoped that most disputes will be resolved informally.

- A. Departments shall have clearly defined procedures for the receipt and consideration of student complaints concerning violation of student academic rights. At the departmental level, these complaints are to be handled on an informal basis. These procedures shall be on file in the department and division or school, as well as in the office of the Dean of Student Affairs.
- B. Each school or division shall also have clearly defined procedures for the receipt and consideration of student complaints after the informal means of resolution at the departmental level have been exhausted. These procedures shall allow for a hearing. A student may appeal the ruling of a department to the school or division.
- C. If, after a hearing and decision following Section B above, the student feels there was not fairness in the procedure, the student shall have the right to appeal the decision to the office of the Academic Vice President. If there are appeals to the office of the Academic Vice President, that office shall provide for a committee consisting of a representative from that office, disinterested faculty member appointed by the Academic Senate, and a disinterested student appointed by the Student Senate to consider the appeal of the student. The role of this committee within the Academic Vice President's office is to determine whether or not there was a procedural fairness at the school or division level. If there was not procedural fairness, the Academic Vice President will instruct the committee, the school, or the divisional committee to conduct a

new hearing.

RIGHT TO SUBSTANTIAL INPUT INTO THE DETERMINATION OF UNIVERSITY POLICY AND INSTRUCTIONAL PROGRAMS:

The functioning of the educational community requires an awareness of mutual responsibility, understanding, trust and respect in order that all its members may actively contribute to the development of policies and programs. The purpose shall be achieved through continuous cooperation within the educational community.

- A. The student has the right to an effective and representative role in recommending University policies. The Associated Students shall be contacted whenever the President of the University is considering the formulation of University policy that would have a direct and substantial impact upon students as students, so that they are afforded the opportunity to forward a recommendation.
- B. Students are also guaranteed the opportunity to participate in revision and improvements of curricula through service on curriculum committees.

RESPONSIBILITIES

It is the student's right and responsibility to know the policies, procedures, standards, and regulations which affect student rights; and it shall be the student's responsibility to obtain and act appropriately on such information. Ignorance of the information made accessible to the student shall not be cause to waive policies, procedures, standards, and regulations.

RESPONSIBILITIES IN THE CLASSROOM

It is the responsibility of the student to meet appropriate standards of performance and conduct stated by the instructor.

RESPONSIBILITIES REGARDING USE OF UNIVERSITY FACILITIES

Arrangements for speakers and events shall be made through the University's Program Advising Office. The use of University equipment and facilities involves the responsibility of adhering to established procedures for the use and safety of equipment and facilities.

RESPONSIBILITIES REGARDING FREEDOM OF INQUIRY, EXPRESSION, AND INFORMATION

If an individual student or group denies the rights of others or seriously interferes with, obstructs, or disrupts the orderly operation of the University or of organizations accorded the use of University facilities, such actions are subject to disciplinary sanctions contained in Title 5 as administered through the application of the California State University Disciplinary Procedures. Copies of both are available in the office of the Dean of Student Affairs.

**OVERARCHING PRINCIPLES, STANDARDS, AND EDUCATIONAL PERFORMANCE OUTCOMES
FOR STUDENTS IN THE DIVISION OF SOCIAL WORK**

The seven items listed below act as philosophical guideposts designed to inform the Division of key elements of performance expectations that we hold important as a program.

Behave in an Ethical Manner

A student who behaves in an ethical manner undertakes to thoroughly understand and adhere to professional and personal codes of conduct that reflect an unyielding respect for self and others. This student acts in an ethical and principled manner not because it is expedient or self-serving but rather because to do so engenders, uplifts, and strengthens the inherent value and dignity of all peoples and because it is right in outcome and means.

Take Responsibility for Learning

A student who takes responsibility for learning demonstrates intellectual curiosity and initiative. This student understands the importance of regular, punctual attendance, is prepared to learn, sets learning goals, actively engages in learning tasks, uses available resources, evaluates own actions and works, and meets deadlines and due dates.

Think Critically

A student who thinks critically demonstrates willingness to question, patience to doubt, and readiness to reconsider. This student reflects on and evaluates information, details, evidence, and/or his or her own ideas and work in order to draw conclusions, solve problems, and/or conduct investigations.

Communicate Skillfully

A student who communicates skillfully writes and speaks in a clear, organized, and interesting manner. This student does so in both formal and informal situations and for a variety of audiences and purposes.

Collaborate Effectively

A student who collaborates effectively works with peers and/or mentors to produce something greater than he/she could accomplish individually. This student initiates their own involvement, helps lead groups to set and achieve goals, is an active learner, acknowledges contributions, and works towards solutions.

Produce Quality Work

A student who produces quality work exceeds the minimum requirements of tasks to create products or performances that reflect skill, creativity, sophistication, and scholarly achievement. This student gives attention to detail and, uses technology effectively to complete tasks, products and/or presentations.

Assumes Responsibility for Obstacles to Learning

A student, who assumes responsibility for obstacles to learning prioritizes the need to act on impediments and obstacles, seeks assistance early, as needed, and from appropriate sources, and strives to increase self-awareness about learning style and resources to maximize benefits from all learning experience.

DIVISION OF SOCIAL WORK AT CALIFORNIA STATE UNIVERSITY, SACRAMENTO STUDENT PERFORMANCE REVIEW STANDARDS AND PROCEDURES

The expectations and standards students of professional versus non-professional degree programs are, at their core, similar yet different from each other. In professional programs the student is often thrust into course work concurrent with hands-on practice situations that have real impact on the lives of real people with real problems and needs. The expectations and standards of professional programs must therefore interweave scholarship with codes of ethical conduct and scientific rigor with professional competency. The Division of Social Work establishes chief among its goals in delivering a program of graduate and undergraduate education, the preparation of individuals committed to the knowledge, values, and skills of professional social work practice.

The establishment of and adherence to a clearly articulated set of programmatic goals and performance standards for the Division's students begins with a recognition that becoming a competent and well trained professional in social work is a gradual process. Functional standards of performance capitalize on strategies that uplift and do not focus on diminishing people. The Division believes that its program expectations and requirements promote redemptive not punitive interventions when success or progress toward success is not easily forthcoming.

This means that not all criteria are expected to be met at all times. Persons who teach and supervise students, along with program administrators, will assess student academic performance and apply their professional judgment to determine if standards are being met during a student's educational career. Professional judgment is the capacity to assess a situation by applying the values and knowledge of the social work profession, combined with a professional's own experience and practice wisdom.

Framework for the Evaluation of Student Performance in the Social Work Program

The Division of Social Work employs the following evaluative framework to guide program faculty and administrators in their responsibility for carefully assessing and regularly monitoring students in the Division's programs regarding the student's ability to function effectively across a variety of professional situations including but not limited to the classroom, field placement, and other settings where the individual is operating as a social work student. There are currently four areas of student capacity, performance, and functioning, which are viewed as inexorably linked in determining if program standards are being achieved. *As an example scholastic ability is not sufficient onto itself as a determining criteria justifying continued enrollment in the program.* That is, all four areas, taken together and/or separately are subject to assessment at regular intervals to determine the appropriateness of a student's continued enrollment in the program. These four areas are:

- I. ABILITY TO ACQUIRE PROFESSIONAL SKILLS**
- II. EMOTIONAL AND MENTAL ABILITIES**
- III. PROFESSIONAL PERFORMANCE SKILLS**
- IV. SCHOLASTIC PERFORMANCE**

I. ABILITY TO ACQUIRE PROFESSIONAL SKILLS

Communication Skills

Demonstrates sufficient written and oral skills to comprehend information and communicate ideas and feelings.

Written Communication: Writes clearly, uses correct grammar and spelling, and applies appropriate writing style, including American Psychological Association (APA) referencing, appropriate source citation, and documentation. Demonstrates sufficient skills in written English to understand content presented in the program and complete adequately all written assignments as specified by faculty. Written work must be mechanically and stylistically acceptable. Serious deficiencies in areas such as spelling, punctuation, sentence structure, and coherent organization will result in lower grades. Students are encouraged to seek Division (tutoring) and University level (writing lab and course work) resources to improve academic skills such as writing and study. Plagiarism (claiming the work of someone else as your own) will result in a grade of FAIL.

1. Effective use of knowledge: the integration of concepts, theories, and information from readings, lectures, and seminar discussions.
2. The inclusion of personal points of view along with rationale, logic, and examples.
3. Organization: thesis as part of the introduction, smooth relationship between ideas and between paragraphs, and overall structure, integrative concluding section.
4. Clarity: understandability, good style and form.
5. Syntax, grammar, and spelling.
6. Timely completion and submission of all written assignments.

Oral Communication: Communicates effectively and sensitively with other students, faculty, staff, clients, and professionals. Expresses ideas and feelings clearly and demonstrates a willingness and an ability to listen to others. Demonstrates sufficient skills in spoken English to understand content presented in the program, to complete adequately all oral assignments, and to meet the objectives of field placement experiences, as specified by faculty and field placement agency.

Interpersonal Skills

Demonstrates the interpersonal skills needed to relate effectively to other students, faculty, staff, clients, and professionals and to meet or

exceed the ethical obligations of the profession. These skills include compassion, empathy, altruism, integrity, and demonstration of respect for and consideration of others. The student takes appropriate responsibility for own actions and considers the impact of their actions on others.

Effective learning demands active participation. Take risks even if the environment does not feel completely "safe." One will not meaningfully act in any environment if one does not take risks. In order to enhance feelings of safety, and to create a positive learning environment, the following must apply:

7. Attends the classes and is prompt.
8. Reads assigned course material.
9. Get their needs met by interacting with others and by raising their concerns and criticisms with the instructor. Completes all of one's work.
10. Takes personal ownership of expressions of bigotry. In other words, rather than attribute a negative characteristic to a social group or to a member of that group, one begins with, "this is how I have been taught to believe," or "I don't like to admit it but I do have the belief that..."
11. Commits to personal/professional growth and self-exploration and behaves in a non-violent manner.

Cognitive Skills

Exhibit sufficient knowledge of social work and clarity of thinking to process information and applies it to appropriate situations in classroom and field placement settings.

Demonstrate a clear *grounded-ness* in relevant social, behavioral and biological science knowledge and research - including knowledge and skills in relationship building, data gathering, assessment, intervention, and evaluation of practice and self as practitioner.

Exhibits ability to conceptualize and integrate knowledge and apply that knowledge across various settings the student must function in including but not limited to settings and transactions in the classroom, field placement, with faculty and other classmates.

Physical Skills

Exhibits sufficient motor and sensory abilities to regularly attend and actively participate in class and field placement with or without accommodations. (See section on Accommodations for Disabilities for clarification.)

II. EMOTIONAL AND MENTAL ABILITIES NECESSARY FOR PERFORMANCE IN THE PROGRAM AND PROFESSIONAL PRACTICE

Stress Management

Demonstrates ability to recognize and deal with current life stressors through the use of appropriate coping mechanisms. Handles stress effectively by using appropriate self-care and developing supportive (appropriate) relationships with colleagues, peers, and others. Students are encouraged to seek Division (academic advisor) and University level (counseling center) resources to assess the best approach to better coping and adaptation.

Emotional and Mental Capacities

Uses sound judgment. Seeks and effectively uses help for medical or emotional problems that interfere with scholastic and professional performance. Students are encouraged to seek Division (academic advisor) and University level (counseling center) resources to assess the best approach to better coping and adaptation. Engages in counseling resources for self or seeks out support and help if personal problems, psychosocial distress, substance abuse, or mental health difficulties do any of the following:

- Compromise scholastic and other performance,
- Interfere with professional judgment and behavior, or
- Jeopardize the best interests of those to whom the social work student has a professional responsibility (as outlined in the NASW Code of Ethics which can be viewed online at <http://www.naswdc.org/>).

III. PROFESSIONAL PERFORMANCE SKILLS NECESSARY FOR WORK WITH CLIENTS AND PROFESSIONAL PRACTICE

Professional Commitment

Exhibits a strong commitment to the goals of social work and to the ethical standards of the profession as specified in the NASW Code of Ethics. Demonstrates commitment to the core principles and essential values of social work that includes the respect for the dignity and worth of every individual and his/her rights to a just share of society's resources (social justice).

Professional Behavior

Students are to exhibit behaviors that are in compliance with program policies, university policies, professional ethical standards, and societal laws in the classroom, university community, field and community at large. Appearance, dress, and general demeanor reflect a professional manner. Shows potential for responsible and accountable behavior by knowing and practicing within the scope of social work, respecting others, being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, keeping appointments or making appropriate arrangements, and accepting supervision and criticism in a positive manner.

Students are to work effectively with others, regardless of level of authority. Advocates for him/herself in an appropriate and responsible manner and uses proper channels for conflict resolution. Shows a willingness to receive and accept feedback and supervision in a positive manner, as well as use such feedback to enhance personal and professional development.

Self-Awareness

Students are to exhibit knowledge of how one's values, attitudes, beliefs; emotions and past experiences affect thinking, behavior and relationships. Accurately assesses one's own strengths, limitations, and suitability for professional practice. Shows awareness of self and how one is perceived by others. Reflect on one's own limitations as they relate to professional capacities. Is willing to examine and change behavior when it interferes in working with clients and other professionals.

Ethical Obligations

Current behavior and classroom performance demonstrate adherence to the ethical expectations and obligations of professional practice, noted in the NASW Code of Ethics. Ethical behaviors include:

- Adherence to the NASW Code of Ethics.
- No history of convictions which are contrary to professional practice.
- Systematic evaluation of clients and their situations in an unbiased, factual way. Suspension of personal biases during

interactions with others.

- Comprehension of another individual's way of life and values. Empathic communication and support of the client as a basis for a productive professional relationship.
- Appreciation of the value of diversity. Effective and nonjudgmental relation to and work with others who are different from oneself. Appropriate service to all persons in need of assistance, regardless of the person's age, class, race, religious beliefs, gender, disability, sexual orientation, and/or value system. No imposition of personal, religious, sexual, and/or cultural values on clients.
- Demonstration of respect for the rights of others. Commitment to clients' rights to freedom of choice and self-determination.
- Maintenance of confidentiality as it relates to human service, classroom activities, and field placement.
- Demonstration of honesty and integrity by being truthful about background, experiences and qualifications; doing one's own work; giving credit for the ideas of others; and providing proper citation of source materials.
- Demonstration of clear, appropriate, and culturally sensitive boundaries. Does not sexually harass others; make verbal or physical threats; become involved in sexual relationships with clients, supervisors, or faculty; abuse others in physical, emotional, verbal, or sexual ways; or participate in dual relationships where conflicts of interest may exist.

IV. SCHOLASTIC PERFORMANCE

By conferring at least once each semester (after, for example, the Registrar releases the semester Grade Report) with students to review and update the Educational Contract, the Faculty Advisor/Undergraduate or Graduate Program Director assures compliance with the academic regulations of the University.

Academic Standards (This is a brief summary of the policies as stated on pages 107- 8 of the University Catalog)

While a grade point average (GPA) of 2.5 is sufficient for admissions consideration, graduate students must earn and maintain at least a

3.0 GPA. Undergraduate students must maintain at least a 2.0 GPA.

- **Academic Probation** when cumulative GPA overall or at CSUS falls below 3.0 for undergraduate students.
- **Continued Probation** when already on Academic Probation and the semester GPA continues to be less than 3.0 or 2.0 for undergraduate students.
- **Academic Disqualification** when already on Academic Probation and/or Continued Probation and the earned GPA falls nine or more grade points below 3.0 for graduate students, 8.9 points below 2.0 for juniors and 5.9 points below 2.0 for seniors.
- **Special Contract** is required for students reinstated immediately after academic disqualification or readmitted after a break in enrollment after having been disqualified at the end of the previous enrollment. A student on this status is allowed to continue on a semester-by-semester basis with achievement reviewed at the end of each semester to determine if continued enrollment is appropriate.

Administrative-Academic Probation and Disqualification when students have:

1. Withdrawn (or fails to enroll) from all or a substantial portion of their courses in two successive semesters or in any three terms;
2. Repeatedly failed to progress toward a degree under circumstances within control of the student;
3. Failed to comply, after due notice, with an academic requirement(s) or regulation(s).

A student's academic status is determined by grade point average. Grade Point Average (GPA) is computed by dividing the total number of grade points earned by the number of units attempted, except that neither CR nor NC grades are included in the calculation. A GPA of 2.0 indicates a C average; a 3.0 indicates a B average; a 4.0 indicates an A average. Students must report errors shown on the grade report form to the Office of Admissions and Records within three months after the semester ends if they wish to request corrections.

Repeat Policy: (See University Catalogue
<https://catalog.csus.edu/academic-policies/>)

The Division of Social Work follows the University policy effective Fall 2010:

- Repeating Courses
- **1.** Undergraduate students may repeat courses only if they earned

grades lower than a C (C-, D+, D, D-, F, WU, NC).

- **2.** Course repeats with "Grade Forgiveness" (Grade Forgiveness is the circumstances in which the new grade replaces the former grade in terms of the calculation of GPA, etc.):
 - **2.a.** Undergraduate students may repeat up to 16 semester-units with grade forgiveness.
 - **2.b.** Undergraduate students may repeat an individual course for grade forgiveness no more than one time. A course may be repeated no more than two times without petition.
 - **2.c.** Grade forgiveness shall not be applicable to course for which the original grade was the result of a finding of academic dishonesty.
- **3.** Course Repeats with "Grades Averaged":
Undergraduate students may repeat an additional 12 semester-units, i.e., units in addition to the 16 semester-units for which grade "replacement" is permitted. In such instances the repeat grades shall not re-place the original grade; instead all grades (except any forgiveness grades) shall be calculated into the student's overall grade-point average.
- **4.** Departments and Colleges may not have a repeat policy that differs from the campus policy. (Note: restrictions on repeats for enrolled and declared majors, pre-majors, minors, and certificate students within specific programs, represent substantive program changes and not exceptions to the repeat policy.)
- **5.** The limits apply only to units completed at the campus (i.e., While courses taken elsewhere may be repeated here or used to replace grades previously earned here (if the original grade was below a C), only the courses taken here will be counted towards the repeat caps).

* The default sequence for applying forgiven and averaged grades is to forgive grades for repeated courses that are eligible (that have not already been repeated once) until the forgiveness cap has been reached, whereupon they will be averaged until the repeat cap is reached. Grades for a course that has already been forgiven once will be averaged. Any residual units from the forgiveness cap that are not used for forgiveness may be used for averaging, within the 28 unit total repeat cap. Location for university policy [Click Here for University Catalogue](#)

Indicators of Academic Performance

Indicators of academic performance in the Division of Social Work may include but are not limited to the following:

- Feedback or reference letters from faculty, work supervisors, or supervisors of volunteer human service activity or other field experiences.
- Feedback from agency-based or faculty field instructors.
- Observation of classroom, volunteer, or field behaviors.
- Performance in oral and written assignments, examinations, social work skills labs, or other appropriate coursework.
- Student personal statements or self-assessments.
- Interviews with faculty or other professionals.
- Taped interview situations (audio or video).
- Feedback from students, staff, university, helping professionals, or community. Feedback from faculty in other social work programs that students may have attended.
- Signed confidentiality statements, scholastic honesty statements, contract to adhere to NASW Code of Ethics, other contracts (performance and nonperformance-based contracts) between the Division and the student.

STUDENT PERFORMANCE REVIEW PROCEDURES

It should be noted that student performance review procedures discussed here are subject to university rules, regulations, and procedures, therefore, circumstances and situations that warrant immediate suspension or dismissal of a student according to university policies or regulations will be followed.

Information disclosed during student meetings with program, agency or community based personnel if and when the information raises concerns about professional performance.

Faculty and program administrators will share pertinent information with each other for the purpose of identifying student issues and in order to further enhance planning, interventive efforts and problem solving relative to potential performance concerns. Faculty and program administrators are obligated to follow university procedures related to responding to real or potential issues of student performance.

Performance Issues That May Result in a Student Review or Staffing

Student reviews can occur under any of the following circumstances:

- Failure to meet or maintain academic requirements as stated under Scholastic Performance
- Scholastic dishonesty, including cheating, lying, plagiarism, falsifying academic records, or any act designed to give unfair advantage to the student. (Faculty must adhere to university guidelines. For complete University policy and procedures, see California State University, Sacramento (See University Policy Manual or online at

<http://www.csus.edu/admbus/umannual/>) Academic Regulations, Plagiarism and Cheating.)

- Behavior judged to be in violation of the current NASW Code of Ethics
- Behavior judged to be in violation of the Student Discipline Code (See University Policy Manual or online at <http://www.csus.edu/admbus/umannual/>)
- Any threat or attempt to harm oneself or someone else
- Commission of a criminal act that is contrary to professional practice.
- Consistent pattern of unprofessional behavior
- Failure to meet any of the performance expectations and standards seen as applicable under these, the Division of Social Work at California, Sacramento Student Performance Review Standards and Procedures

The Two Levels of Review

Two levels of review can occur in the Division of Social Work when assessing student performance. The level of review depends upon the potential seriousness of the concern(s). For purposes of distinguishing between the two levels of performance evaluation: Level I Review is the less formal but still potentially serious of the two levels while a Level II Review or Student Staffing is the more formal and therefore more complex of the two. What follows next is a discussion of the trigger mechanism(s) to be considered when attempting to make a decision on the appropriate level or review, if any, to implement.

Level I Review

Whenever a faculty member, adjunct faculty or field instructor has concern(s) regarding a student's performance he/she shall meet with the student to resolve the concern(s).

It is strongly recommend that the faculty member, adjunct faculty or field instructor raising a performance concern(s) with a student be prepared to communicate that concern(s) in a clear, concise, and factual (when possible) documented manner.

If the issue(s) are not resolved, the student's Academic Advisor should be contacted. The student's Academic Advisor is engaged to help address the concern(s) and, if necessary, conduct additional fact finding activity such as reviewing the student's academic record (paper & electronic) and or informally consult with other personnel having current contact with student (written notes summarizing the sequence, process and outcomes of these meetings and activities should be made on the contact sheet found at the front of the student's Division file thus creating a retrievable record of fact gathering and interventive efforts). It should

be noted that a Level I Review may originate with a student's Academic Advisor.

While it is not possible to establish an absolute and precise timetable for a Level I Review to be initiated, conducted and completed, every effort should be made to be as expedient as possible. Acting in an expeditious but nonetheless thorough manner is assumed to minimize the impact on the time and resources of all involved parties. In any event, not more than five business days should elapse from the time that an Academic Advisor is contacted regarding a Level I Review and when he or she directly responds to the request for their involvement. This timeline shall be appropriately amended if such contact is made too close to the end of a semester or the academic year.

If after these efforts, the concern(s) remains unresolved; the Academic Advisor must contact the Graduate/Undergraduate Program Director, for further assistance and or to determine if a Level II Review (Student Staffing) should be convened. Here too, not more than five business days should elapse from the time that an Academic Advisor contacts the Graduate/Undergraduate Program Director and the time he or she directly responds to the request for their involvement. This timeline shall be appropriately amended if such contact is made too close to the end of a semester or the academic year.

Level II Review (Student Staffing)

If an issue is not resolved at the first level of review, the Graduate/Undergraduate Program Director will decide if an AR&PSC meeting will be convened with the student and involved faculty/program members.

A Level II Review involves convening the Academic Review and Professional Standards Committee (AR&PSC) which shall be composed of the Graduate/Undergraduate Program Director (AR&PSC, Chair), the faculty member, adjunct faculty or field instructor where concern(s) originated, the student's Academic Advisor (may be the individual with an expressed concern), and anyone else deemed as appropriate in the judgment of the student's Academic Advisor or that of the AR&PSC Chair.

If an AR&PSC meeting occurs, it will be the Graduate/Undergraduate Program Director's responsibility to inform the student (and all parties concerned) in writing of the AR&PSC's decision(s) which may include one or more of the following actions:

1. Continue the student in the program with no conditions. In these situations, the concern has been addressed and no

further action by the student or program is required.

2. Establish formal conditions for the student's continued enrollment in the program. An interventive or remediation plan will be developed by the student's Academic Advisor in consultation with the student, and the concerned faculty member as needed. This plan shall:
 - a) specify the concern(s) of the faculty member in as much detail as possible
 - b) indicate the actions to be undertaken by the student
 - c) indicate the date by which the student must demonstrate the required level of knowledge, skill, behavior, or ethical conduct
 - d) be signed by the advisor, and faculty member who initiated the concern
 - e) be reported on regularly by the student's Academic Advisor

The student will be given a copy of the plan and asked to sign it indicating that he or she received a copy of the document. The student will also be informed, in writing, of the right to rebut the Plan or grieve the decision. Interventive plans, all Level II (Student Staffing) reports (should include student's written rebuttal if one is written) will be filed in the student's Division file.

The AR&PSC shall, on or before the date specified in the plan for completion of the intervention or remediation, meet with the advisor and the faculty who had the concern(s), for a report on the student progress. Ultimately, one of two outcomes must be attained to finally resolve the concern(s):

- a) The plan is met and the concern is alleviated. This is communicated in writing to all those in the above paragraph, AR&PSC and the Director of the Division. All documentation pertaining to the student review is held confidential by the division.
- b) The plan is not met and concern is not alleviated. The AR&PSC shall recommend that the student be dismissed from the program through declassification.

In situations where the AR&PSC recommends that the student not be allowed to continue as a student in the graduate or undergraduate program of the Division of Social Work, this decision will be forwarded to a meeting of the Graduate or Undergraduate Committee for a vote of confirmation or no confirmation (requires a simple majority) and the decision will be final at the Division level. That decision will be communicated to the student in writing.

Role of the Division Advisor in a Level II Review

The mentoring process is critical to helping both students who enter on academic probation as well as those who develop academic or professional difficulties. The Division Advisor will set up monthly meetings (more often if necessary) with the student to discuss his or her situation, progress, and development.

STUDENT GRIEVANCE PROCEDURES:

It is the policy of California State University, Sacramento (Sacramento State) to comply with all Federal and State laws and California State University policies regarding unlawful discrimination. Sacramento State is committed to creating an atmosphere in which all persons and groups can live, work and study, free of unlawful discrimination.

Sacramento State's Student Grievance Procedures under authority of PM-06-02 dated February 3, 2006, is no longer in use. Sacramento State has adopted the Student Grievance Procedures set forth in CSU Executive Order 1045. CSU Executive Order 1045 can be accessed at <http://www.calstate.edu/eo/EO-1045.html>.

Questions regarding this policy should be directed to the Director for Employment Equity in the Office of Human Resources at Sacramento State.

Complaints against the CSU and/or CSU Employees

Article VI Complaints against the CSU and/or CSU Employees - Formal Level I - Campus Level

A. **Filing a complaint.** The student/applicant shall file a written complaint with a University employee designated to receive discrimination/harassment/retaliation complaints from students/applicants. The date of receipt shall establish the complaint filing date. The person who received the complaint shall contact the campus designated Management Personnel Plan employee who is responsible for implementation of, and compliance with, this executive order at the campus, and shall provide that individual with the student's/applicant's contact information and a copy of the complaint.

B. **Timeline for filing a complaint.** To be timely, the student/applicant must file a complaint no later than **twenty (20)** work days after the end of the academic term (semester/quarter) in which the most recently alleged discriminatory/ harassing/retaliatory act occurred.

C. **Requirements of a Complaint.** The student/applicant should complete the attached "CSU Student/Applicant for Admission Discrimination/Harassment/Retaliation Complaint Form" or, in the alternative, the student/applicant shall submit a written signed statement containing the following information:

1. The full name, address and telephone number(s) of the student/applicant;
2. The name of the accused employee(s) of the CSU and their position(s), if known;
3. The student's/applicant's protected status that is the alleged basis for the complained of discriminatory, harassing or retaliatory act;
4. A clear, concise written statement of the facts that constitute the alleged discriminatory, harassing or retaliatory act(s), including pertinent date(s) and sufficient information to identify any individuals who may provide information (e.g., potential witnesses) during the course of the investigation conducted under these procedures;
5. A statement by the student/applicant verifying that the information supporting the allegations are true and accurate to the best of his/her knowledge;
6. The term and year of the student's last active academic status or the term and year the applicant sought admission to the University;
7. The full name, address and telephone number of the student's/applicant's advisor, if any;
8. Specific harm resulting from the alleged violation;
9. Specific remedy sought;
10. The student's/applicant's signature; and
11. The date of complaint submission.

D. **Intake interview.** An interview with the student/applicant shall occur as soon as possible, but no later than **ten (10)** work days after the student/applicant has submitted a formal complaint. Students/applicants must make themselves available for this meeting. The meeting will serve to:

1. Acquaint the student/applicant with the investigation procedure and timelines, if not already done.
2. Inform the student/applicant of his/her rights (including having an advisor), if not already done.
3. Request the student/applicant to complete and sign a formal complaint form, if not already done.
4. Conduct the initial intake interview.

E. **Advisor.** The student/applicant may elect to have an advisor accompany him/her to any meeting(s) and/or interview(s) with the University regarding the complaint. The advisor may be an attorney. The advisor's role in such meetings and/or interviews is limited to observing and consulting with the student/applicant.

F. **Notice Regarding Complaint.** Only those persons with a legitimate need to know will be apprised of the filing of and disposition of a complaint. Those persons may include, but are not necessarily limited to, appropriate organizational unit administrators (Deans, Chairs, Department Heads, Directors, Vice Presidents, and University Counsel) who must be involved

to ensure that retaliatory action does not occur during or after the investigative process, and/or to effectuate corrective actions.

G. Investigation Procedure and Report of Findings of Fact and Conclusions. Upon inquiry or during the course of an investigation, the student/applicant shall be advised of the status of the investigation. The investigation shall be completed no later than **sixty (60)** work days after the intake interview, unless the timeline has been extended pursuant to Article VIII, Section E or F of this executive order. The timeline for the investigation shall not be extended pursuant to Article VIII, Section E or F for a period longer than an additional **thirty (30)** work days from the original due date. Within the investigation period stated above, the investigator will make findings of fact and conclusions regarding the allegations which he/she shall reduce to an investigative report. The preponderance-of-the evidence is the applicable standard for demonstrating facts in the investigation. In order to establish a fact, the investigator must find that its existence is more probable than its non existence: i.e., that it is more likely than not to exist. The investigative report should include a summary of the allegations, a description of the investigative process, the preponderance of the evidence standard used to determine whether a violation of policy occurred, the evidence considered and a determination of whether the allegations were found to be substantiated. The investigative report is then provided to the campus designated Management Personnel Plan employee responsible for implementing the executive order at the campus.

H. Notice of Finding. If the Management Personnel Plan employee is the same person who investigated the complaint, he/she shall provide the student/applicant with notification of the outcome of the campus investigation within **ten (10)** work days of completing the report. Otherwise, within **ten (10)** work days of receiving the investigative report from the investigator, the campus designated Management Personnel Plan employee responsible for implementing the executive order at the campus shall review the report and notify the student/applicant in writing of the outcome of the campus investigation. The notification should include a summary of the allegations, a description of the investigative process, the preponderance of the evidence standard used to determine whether a violation of policy occurred, the evidence considered and a determination of whether the allegations were found to be substantiated. The notification shall inform the student/applicant of his/her option to file an appeal under Article VII of this executive order.

In addition to the above notification, a separate notification shall be provided to the accused(s), indicating whether or not the allegations at Formal Level I were substantiated and, if not, informing the accused(s) of the complainant's right to file an appeal.

Article VII Complaints against the CSU and/or CSU Employees - Formal Level II - Appeal to Office of the Chancellor (CO)

A. **Timing for Appeal to CO.** If the student/applicant is not satisfied with the decision made at Formal Level I, he/she may file a Formal Level II Appeal with the Office of the Chancellor no later than **ten (10)** work days after the receipt of the Formal Level I decision.

Formal Level II Appeals shall be addressed to: Office of the Chancellor, Equal Employment Opportunity & Whistleblower Compliance Unit, System wide Human Resources, 401 Golden Shore 4th Floor, Long Beach, CA 90802.

B. **Appeal Request.** The appeal shall be in writing and shall detail the specific disagreements with the Formal Level I response. The issues raised on appeal shall be limited to those issues raised during the Formal Level I process.

C. **CO Review.** The CO designee (and Academic Affairs, where admission criteria are at issue) shall carefully review the issues raised on appeal and issue a response pursuant to this executive order. The review shall be limited in scope to the student's/applicant's specific disagreements with the Formal Level I response.

D. CO Response.

The CO designee shall respond to the student/applicant no later than work days after receipt of the Formal Level II filing, unless the timeline has been extended pursuant to Article VIII, Section E or F of this executive order. Generally, the response should include a summary of the issues raised on appeal, a description of the review process, the preponderance of the evidence standard used to determine whether a violation of policy occurred, the evidence considered and a final decision.

A separate notification shall be provided to the accused(s), indicating whether or not the allegations at Formal Level II were substantiated.

E. **Closure.** The CSU review of the complaint filed by a student/applicant under this executive order shall end following a final decision by the CO designee.

Article VIII General Provisions for Investigations of Complaints against the CSU and/or CSU Employees

A. The person who conducts an investigation under this executive order at Formal Level I may be the campus designated Management Personnel Plan employee responsible for

implementing the executive order or another Management Personnel Plan employee or an external consultant, provided the investigator is not within the administrative control or authority of the accused. All investigations/reviews under this executive order shall be conducted impartially and in good faith.

B. Students/applicants and CSU employees are required to cooperate with the investigation/review, including but not limited to attending meetings, being forthright and honest during the process, and keeping confidential the existence and details of the investigation/review. If a complainant and/or accused refuses to cooperate, the CSU may draw all reasonable inferences and conclusions on the basis of all available evidence and conclude the investigation/review.

C. A student/applicant must proceed with a complaint in good faith. A student/applicant who knowingly and intentionally files a false complaint, abuses this policy, or files a malicious or frivolous complaint may be subject to discipline. Discipline shall be taken in accordance with Section 41301, Title 5, California Code of Regulations. Such disciplinary action shall not be deemed to be retaliation under this executive order.

D. Both the student/applicant and the accused shall have the right to identify witnesses and other evidence for consideration; however, the CSU shall decide which witnesses and evidence are relevant and significant to the issues raised.

E. If the student/applicant, the accused, a witness, the campus investigator/CO designee, or other necessary person involved in the complaint process is unavailable because of any reason deemed to be legitimate by the campus investigator/CO designee, the timelines in this executive order will be automatically adjusted according to the period of absence. The student/applicant will receive written notification of the period of extension.

F. Timelines set forth herein may also be extended by mutual agreement. If the student/applicant does not agree or does not respond to the CSU's request for a timeline extension, the CSU will respond to the complaint/appeal within the timelines set forth in this executive order. In that event, the response will be interim in nature as it will be based upon the information available at the time. The interim response will note that the investigation/review is continuing until the CSU is satisfied its duty to respond appropriately to the allegation(s) has been discharged. The interim response should include a summary of the allegations, a description of the investigative/review process, and should also provide the student/applicant with an anticipated date of completion of the investigation/review, whereupon the final response will be issued.

G. When submitting a complaint or issuing a Level I or II response, personal delivery or certified mail shall be used. If personal delivery is used, a signature acknowledging the calendar date of delivery shall be obtained which will establish the date of filing or response. If certified mail delivery is used, the postmark shall establish the date of response or filing.

H. The CSU is not obligated under this executive order to investigate a complaint not timely filed under its provisions. Regardless, the CSU may investigate the underlying allegations of any discrimination/harassment/retaliation complaint against the CSU and/or a CSU employee if it determines the circumstances warrant investigation. Also, if the circumstances warrant, the CSU may waive the time limits and choose to process the complaint under the complaint process set forth herein.

I. The CSU is committed to academic freedom assuring that all persons may exercise rights of free expression, speech and assembly; however, those rights do not allow any form of unlawful discrimination, harassment or retaliation. More detailed information about academic freedom may be found on the American Association of University Professors website (<http://www.aaup.org/AAUP/issues/AF>).

Please refer to the executive from the CSU Chancellor for the full discussion of the policy : <http://www.calstate.edu/eo/EO-1045.html>

Accommodations for Students with Disabilities

No student, otherwise qualified, shall, on the basis of disability, be subjected to discrimination or excluded from participation in the Division of Social Work. A student with a disability may be protected by the Americans with Disabilities Act (ADA) and be eligible for a reasonable accommodation to provide equal opportunity to meet academic criteria for professional behavior and scholastic performance. It is the responsibility of any qualified student with a protected disability (NOT the Division or any of its faculty), requesting a reasonable accommodation, to notify the Services to Students with Disabilities office (<http://www.csus.edu/sswd/>) and provide documentation to all parties as needed. The Services to Students with Disabilities office makes recommendations for accommodations. The Division of Social Work will review academic performance criteria in light of individual student circumstances to explore issues of appropriateness and reasonable accommodation. An initial assessment, subsequent plan, use of outside experts (including the Services to Students with Disabilities office), and periodic checks between the Division of Social Work and the student are appropriate courses of action in making reasonable accommodations.

Services to Veterans with Disabilities

We in the Division of Social Work, like the rest of the University are honored to have veterans on campus and look forward to their continued success here at Sacramento State ([See University Policy](#))