

STUDENT HANDBOOK

for

MSW PROGRAM

2018-2019



School of Social Work
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PREFACE

Welcome to the Master of Social Work (MSW) Program and the School of Social Work at California State University, Chico (CSU, Chico).

The faculty and staff of the School of Social Work have prepared this *MSW Student Handbook* to inform you about the School's policies, procedures, and information regarding the program. It is important that you become familiar with the contents of your *Handbook*; it provides an overview of what to expect in the program. The *Handbook* may save you considerable time and challenges if you know this information initially.

You will want to also become familiar with University's Office of Graduate Studies guide: *A Guide to Graduate Studies*. You can find the link to this at the Office of Graduate Studies at <http://www.csuchico.edu/graduatestudies/index.shtml> The link to "A Guide to Graduate Studies (pdf)" is located on the left side of this web page.

The School of Social Work is housed within the College of Behavioral and Social Sciences (BSS) and is also under the auspices of the Office of Graduate Studies. Therefore, the MSW Program is subject to the policies and procedures of those bodies as well as the University. To make yourself aware of these requirements, please become familiar with the 2018-19 *University Catalog* at a CSU, Chico website: <http://catalog.csuchico.edu/viewer/home>

Since the policies and procedures of the School of Social Work are constantly under review and revision, please stay in close communication with the MSW Program Director. You are highly encouraged to attend the scheduled "group advising" meetings that occur approximately six times per year. You will be provided a schedule of these meetings at the beginning of each semester.

The School website is updated regularly and provides the most current version of policies and procedures, as well as other valuable information. Your faculty adviser is also an important source of information; thus, you will want to become acquainted and utilize her/his guidance and expertise.

For important dates and meeting locations, the School of Social Work and Distributed Learning (DL) Calendars are located on the School website.
<http://www.csuchico.edu/swrk/calendars/index.shtml>

We wish you the best as you begin the MSW program at CSU, Chico. Please do let me know if you have any questions. We look forward to your participation in our professional program.

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SCHOOL OF SOCIAL WORK ADMINISTRATION AND FACULTY

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Please visit the School of [Social Work – About Us](#) website for all Faculty and Staff information.

HISTORY OF THE CSU, CHICO SCHOOL OF SOCIAL WORK

Social Work studies at CSU, Chico began in 1956. Due to a growing need for trained social workers throughout northern California, the Northeastern County Welfare Directors enlisted the support of the California State Legislature and lobbied CSU, Chico to establish a program to deliver undergraduate degrees in social welfare. To develop the social welfare program, CSU, Chico hired the late Dr. Archie McDonald in 1958 as the coordinator. In 1959, the undergraduate program in social welfare was established with Dr. McDonald as its sole full-time faculty member. McDonald was the chair of the program until 1969 and retired as a teaching faculty member in 1987. He established three undergraduate social work scholarships bearing his name: The Archie McDonald Social Work Scholarships for Academic Excellence, Professional Service, and the Social Work Sophomore Scholarship; one Master of Social Work (MSW) Scholarship named for his wife, Lois McDonald.

The undergraduate program grew as faculty members were hired and developed new courses. Faculty hired during this growth period were Dr. Virginia Lawrence (1966), Dr. Roy Brazzale and Professor Mark Joralemon (1969), Professors Art Preciado and Walter Zahnd (1972), Dr. Bernie Davitto (1973) and Professor Jan O'Donnell (1974). In 1971, the social work program became the Department of Social Welfare and Corrections under the Division of Special Academic Programs, and subsequently, the School of Health and Human Services.

The undergraduate Social Work Program has held “constituent membership” and “approved status” with the Council on Social Work Education (CSWE) from 1960 until 1974. It has been fully and continuously accredited since 1974. The high quality of the undergraduate program and

its collaborative relationship with agencies throughout the region during this time provided a solid foundation for expansion of the School and its programs.

When the School of Health and Human Services was disbanded in 1979, the Department of Social Welfare and Corrections joined the School of Behavioral and Social Sciences under the leadership of James O. Haehn. The departments of Social Work and Sociology merged in 1984, during California's time of fiscal difficulties, and became the Department of Sociology and Social Work. Although this arrangement proved to be highly collegial for the faculty and students, the process of separating the two programs began in 1999 to allow for development of the Master in Social Work (MSW) program.

Planning for the MSW program was initiated at the request of the Directors of Social Services Agencies throughout the 12 northern California counties. CSU, Chico's faculty and students conducted a feasibility study in 1998. The CSU, Chico Academic Senate approved the Master of Social Work Degree Program and the creation of a new administrative unit, "The School of Social Work" within the College of Behavioral and Social Sciences. Once eight additional faculty members and support staff were hired, the curriculum developed, and the self-study completed, the MSW program was awarded full accreditation in February 2005 by the Council on Social Work Education (CSWE). CSWE is the accreditation organization for all social work education programs in the United States.

Professor Janice K. O'Donnell served as the Director of the School of Social Work from 1994 to 2005, with Dr. Celeste A. Jones serving from 2006-2013. Under Dr. Jones' direction, the distributive learning (DL) Three-Year MSW program developed from a Chico campus-based program (2006-2009), Redding Shasta Center hybrid program (2009-2012) and current distributive learning (BSW and MSW) program that meets on the Chico campus two weekends per semester (2012-current). Dr. J. David Bassett is the current Director of the School of Social Work. Dr. Jean Schuldberg served as the MSW Program Director from 2006 to 2017. Dr. Sue Steiner is the current MSW Program Director. There are 12 full-time faculty and over 23 adjunct (non-tenured) faculty serving the BSW and MSW programs.

SCHOOL MISSION AND GRADUATE GOALS AND OBJECTIVES

Mission of the School of Social Work at CSU, Chico

The mission of the School of Social Work is to provide accessible, high quality education for generalist practice at the baccalaureate level and advanced generalist practice at the graduate level. We educate students to be ethical, knowledgeable, and versatile practitioners and leaders who value collaboration, social and economic justice, and lifelong learning.

Goals of the MSW Program

To fulfill its mission, the MSW Program will work toward the following goals:

1. Prepare social workers to provide leadership for social service agencies and communities in Northern California and the profession.
2. Prepare social workers with the knowledge, values, ethics and skills for advanced generalist professional practice with multi-level systems.
3. Prepare social workers for culturally competent practice in diverse settings with an emphasis on the Northern California region.
4. Prepare social workers as leaders in advocacy and social and political action to promote human rights, social and economic justice.

5. Prepare social workers to commit themselves to the profession enhancement and their own professional conduct and growth.
6. Partner with community service agencies to produce competent social workers.
7. Prepare social workers to think critically and effectively utilize various sources of information to build on strengths and address complex problems.

Competencies for the MSW Program

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

Statement of Unqualified Respect for Human Diversity and Nondiscrimination

As stated in the National Association of Social Workers Code of Ethics, specified within the Educational Policy and Accreditation Statement (EPAS) of the Council on Social Work Education (CSWE), and consistent with the California State University, Chico's Policy on Nondiscrimination and Affirmative Action in Employment and Education, we the faculty, staff, and students of the School of Social Work:

1. Advocate the elimination of any form of discrimination on the basis of age, class, socioeconomic status, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, sexual orientation and gender identity, and other physical, psychological, or social characteristics.
2. Are committed to teach, encourage, and promote an appreciation, respect, and understanding of human diversity in the School of Social Work, California State University, Chico, our professions, and our communities.

REQUIREMENTS FOR MSW DEGREE

Overview of the MSW Program Curriculum

The MSW program prepares students for Advanced Generalist practice that consists of a broad-based set of knowledge, values, and skills necessary for advanced social work practice with multi-level systems. The major emphases of the concentration are direct services to individuals, families, and groups; community and organizational practice; policy analysis and practice; and research for practice. Within the Advanced Generalist concentration, students may choose a focus area in mental health services (MH), families, children and youth services (FCY), or gerontology (GERO) for additional advanced direct practice and policy practice preparation. The electives, comprehensive examination, and thesis or project augment the student's advanced practice expertise.

Course Requirements for MSW Degree: 36-61 units (depending on Program Plan)

Continuous enrollment is required. A maximum of 9 units of transfer credit may be applied toward the degree. Thirty-six units are required for students who have a baccalaureate from social work programs accredited by the Council on Social Work Education (CSWE) and who meet the criteria listed below for admission to the one-year program. Sixty-one units are required for students who meet the criteria listed below for admission to the two-year program.

Field Education Requirement

The Master of Social Work program requires a total of 480 hours of practicum during the Foundation year, and 720 hours of practicum during the Concentration year. Employment-based practicum positions are considered on an individual basis when agencies are able to provide the student with a position that is educationally focused and involves tasks other than normal work duties. Students who are placed in an employment based field placement are required to sign an employment based practicum release of information form. Please see the *MSW Field Education Handbook* <http://www.csuchico.edu/swrk/programs/field/handbooks.shtml> for details.

Advanced Generalist Practice with focus in Mental Health Services (MH), Families, Children and Youth Services (FCY), and Gerontology (GERO)

A. Mental Health Services (MH)

The focus in Mental Health Services is to prepare the student for a career of service to persons with mental health and substance abuse challenges. Graduates may be employed in community mental health centers, psychiatric hospitals, regional centers, alcohol and substance abuse programs, youth support centers, and a variety of other social service agencies. Students focusing in Mental Health Services have the option to apply to the California Mental Health Services Act (MHSA) Mental Health Stipend Program.

- SWRK 641: Advanced Practice in MH Services
- SWRK 678: Mental Health Recovery and Wellness (MH Stipend required)
- SWRK 677: Substance Use and Abuse (MH Stipend required)
- Public Behavioral Health field placement (MH Stipend required)
- Specialized trainings (MH Stipend required)

B. Families, Children, and Youth Services (FCY)

The focus in Families, Children, and Youth Services is to prepare the student for a career of service to at-risk families and children. Graduates may be employed in a variety of settings including family service agencies, public child welfare agencies, probation departments, foster care agencies, adoption agencies, child guidance centers, schools, and a variety of other social service agencies. Students focusing in Families, Children, and Youth Services have the option to apply to the Title IVE Child Welfare Program.

- SWRK 642: Advanced Practice in FCY Services
- SWRK 677: Substance Abuse (Title IVE required)
- SWRK 687: Advanced Child Welfare (Title IVE required)
- Child Welfare field placement (Title IVE required)
- Specialized trainings

C. Gerontology (GERO)

The focus of Gerontology is to prepare the student for a career of service to older adults and their families. Students in this focus area have a hands-on and diverse experience working with for older adults across the broad spectrum of their lives. Graduate may be employed in settings that focus on wellness/prevention; social, community, and spiritual engagement; housing; mental health services; health care; legal systems; and/or policy, planning, and advocacy. Students focusing in Gerontology have the option to apply to the *Excellence in Service to Older Adults*, a Hartford Partnership Program in Aging Education (HPPAE).

- SWRK 641: Adv. Practice in MH or SWRK 642: Adv. Practice in FCY Services
- SWRK 674: Policy, Practice, Programs Older Adults (HPPAE required)
- SWRK 656: Advanced SWRK Macro Practice (HPPAE required)
- Field Rotation Model (HPPAE required)
- Specialized trainings (HPPAE required)

Requirements for MSW Degree

For the MSW degree to be conferred, students must meet the following criteria:

1. Completion of all requirements as established by the School of Social Work MSW Program and those of the Office of Graduate Studies;
2. Completion of a culminating activity as specified in "Master's Degree Requirements" in *The University Catalog* and as approved by the MSW Program. The MSW program requires students to satisfactorily complete a (1) thesis, (2) project, or (3) comprehensive examination (and two electives) as a condition of graduation. Students work with their faculty adviser and the MSW Program Director in deciding which option is best to fulfill their academic and professional goals. Students are required to choose the type of culminating activity the spring semester of the Foundation year.
3. Approval by the School's MSW Program Director on behalf of the faculty of the university.

Note: The School of Social Work's minimum grade requirement for MSW courses is a "C" (C- is not acceptable). If a student earns less than a "C" grade in a MSW course, s/he will be required to repeat the course. (Please see MSW Handbook and Guide to Graduate Studies regarding policy for repeating graduate courses.)

Requirements for the One-Year MSW Program

Students who have obtained a social work baccalaureate accredited by the Council on Social Work Education (CSWE) within five years of entering into the program, and who meet other School of Social Work criteria for entry into the One-Year Program, must complete 36¹ units of

600-level social work courses, including a minimum of 720 hours of field education practicum. The only exception to the required 600 level courses in the One-Year MSW program is that a student may enroll in one elective in lieu of one 600 level elective following approval by the MSW Program Director.

The One-Year Program includes the 30-32² units of Concentration courses of the Two-Year concentration year course, plus two additional courses (six units) that must be completed during the summer session prior to entering the Concentration year of study. For entry into the concentration year, a student must complete 36 units of 600 level social work courses.

One-Year MSW students must attend a mandatory one-day MSW Program orientation on June 1st, 2018 and attend the Office of Graduate Studies Orientation on August 24, 2018.

¹ Depending on program plan

Requirements for the Two-Year MSW Program

Students who have completed a baccalaureate degree *other than* in social work, and are enrolled in the Two-Year Program, must complete 31 units of 600-level social work Professional Foundation courses prior to the 30-32 units of 600-level social work Concentration courses. The only exception to the required 600 level courses in the Two-Year MSW program is that a student may enroll in one 500 level elective in lieu of one 600 level elective following approval by the MSW Program Director. Twelve hundred hours of field education practicum are required.

Two-Year MSW students must attend a mandatory two-day MSW Program orientation August 23 & 24, 2018 and attend the Office of Graduate Studies Orientation on August 24, 2018.

Requirements for the Three-Year Program: 2018-2021 Distributed Learning (DL) Format

The Three-Year Program provides the same MSW curriculum as the Two-Year Program except it is delivered in a distributed learning format. Students complete 31 units of 600-level social work professional foundation courses prior to the 30-32⁴ units of 600 level social work concentration year courses. The only exception to the required 600 level courses in the Three-Year MSW program is that a student may enroll in one 500 level elective in lieu of one 600 level elective following approval by the MSW Program Director.

This program admits students once every three years. The Three-Year hybrid program contains two face-to-face class sessions each semester on the CSU, Chico campus the first two years, and three face-to-face class sessions each for the fall and spring semesters of the final year. As in the Two-Year Program, this program requires a total of 61 units of course work and 1200 hours of field education practicum experience.

Three-Year MSW students must attend a mandatory, two-day MSW Program orientation August 23 & 24, 2018, and attend the Office of Graduate Studies Orientation on August 24, 2018.

See MSW and DL calendar for dates of face-face-meetings and other events.
<http://www.csuchico.edu/swrk/calendars/index.shtml>

The One and Two-Year Traditional (full-time) programs and Three-Year Distributed Learning (DL) (part-time) program have specific course sequencing. Students enrolled in the full-time One/Two year programs may not enroll in courses in the part-time Three-Year DL program and visa versa.

Electives

(Note: not all electives are offered each semester or year)

SWRK 673	Trauma and Loss	3.0
SWRK 674	Programs, Policies & Practice with Older Adults & Their Families	3.0
SWRK 677	Substance Abuse: Foundations for SWRK Practice	3.0
SWRK 678	Mental Health Recovery and Wellness	3.0d
SWRK 687	Advanced Child Welfare	3.0
SWRK 699P	Master's Project	2.0
SWRK 699T	Master's Thesis	2.0

Other Approved Graduate Electives

Political Science

POLS 660A	Seminar: Public Management	3.0
POLS 660B	Seminar: Public Personnel Administration	3.0

POLS 660C Seminar: Public Financial Resources 3.0

Psychology

PSYC 648 Career Counseling & Development 3.0

PSYC 571 Psychopharmacology 3.0

Students may enroll in a graduate level elective outside the School or at another University upon approval of the MSW Program Director.

School of Social Work Course Descriptions

Course Descriptions can be found by visiting the CSU, Chico Catalog:

<http://catalog.csuchico.edu/viewer/home>

One-Year MSW Program

Course Sequence

(subject to change)

SUMMER BRIDGE COURSES

Summer (6 units)

SWRK 635 Foundations of SWRK Practice (3)

SWRK 636 Foundations of SWRK Research (3)

All One-Year Program students (those with a BSW degree and additional criteria) must enroll and successfully complete the two summer courses before enrolling in the fall semester concentration courses.

CONCENTRATION COURSES

In the concentration year of the program, students select a focus in Mental Health Services (MH); Families, Children and Youth Services (FCY); or Gerontology (GERO).

During this year, the One-Year Program cohort will join with the Two-Year Program cohort who are in the second year of their program

Fall Semester (15-16 units):

(1) SWRK 641 Advanced Practice in MH Services (3)

(or)

(1) SWRK 642 Advanced Practice in FCY Services (3)

(2) SWRK 643 Assessment of Individ. & Families (3)

(3) SWRK 653 Research II: Program & Pract. Eval (3)

(4) SWRK 648 Advanced Practicum I (4)

(5) Thesis/Project (2)

(or)

(5) Elective (3) (& Comprehensive Exam in Spring)

Spring Semester (15-16 units):

(1) SWRK 652 Supervision, Program Develop. & Administration (3)

(2) SWRK 681 Adv. Family & Child Treatment (3) **(or)**

(2) SWRK 656 Advanced SWRK Macro Practice (3)

(3) SWRK 655 Advanced Policy Practice (3)

(4) SWRK 658 Adv. Practicum II (4)

(5) Thesis/Project (2)

(or)

(5) Elective (3) & complete Comprehensive Exam

ELECTIVES

Not all electives are offered every semester or year

SWRK 678 Mental Health Recovery and Wellness (3) **(MH - BHS-TAY required)**

SWRK 687 Advanced Child Welfare (3) **(Title IV-E required)**

SWRK 697 Independent Study (1) or (2)

SWRK 699P Master's Project (2)

SWRK 699T Master's Thesis (2)

SWRK 673 Trauma and Loss (3)

SWRK 674 Policy & Practice w/Older Adults & Their Families (3) **(GERO- required)**

SWRK 677 Substance Abuse: Foundations of SWRK Practice (3) **(Title IV-E & MH –required)**

SWRK 671 SWRK Health Care Policy & Practice (3) **(Not Currently Offered)**

SWRK 688 SWRK Practice in Schools (3) **(Not Currently Offered)**

Graduation / Continuing Education

Two-Year MSW Program Course

Sequence

(subject to change)

PROFESSIONAL COURSES

(First year of the Two-Year Program)

<p>Fall Semester (16 units) MSW Program Orientation (1) SWRK 601 Human Behavior & Soc. Environ I (3) (2) SWRK 605 Social Welfare Policy and Services (3) (3) SWRK 608 Gen SWRK Theory & Practice I (3) (4) SWRK 617 Research I: Methods of SWRK Knowledge and Practice (4) (5) SWRK 631 Foundation Practicum I (3)</p>	<p>Spring Semester (15 units) (1) SWRK 612 Diversity and Social Justice (3) (2) SWRK 609 Gen. SWRK Theory & Practice II (3) (3) SWRK 610 Gen SWRK Theory & Practice III (3) (4) SWRK 644 Human Behavior & Soc. Environ. II (Macro) (3) (5) SWRK 632 Foundation Practicum II (3)</p>
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CONCENTRATION COURSES

In the concentration year of the program, students select a focus in Mental Health Services (MH); Families, Children and Youth Services (FCY); or Gerontology (GERO).

During this year, the One-Year Program cohort will join with the Two-Year Program cohort who are in the second year of their program

<p>Fall Semester (15-16 units): (1) SWRK 641 Advanced Practice in MH Services (3) (or) (6) SWRK 642 Advanced Practice in FCY Services (3) (7) SWRK 643 Assessment of Individ. & Families (3) (8) SWRK 653 Research II: Program & Pract. Eval (3) (9) SWRK 648 Advanced Practicum I (4) (10) Thesis/Project (2) (or) (5) Elective (3) (& Comprehensive Exam in Spring)</p>	<p>Spring Semester (15-16 units): (3) SWRK 652 Supervision, Program Develop. & Administration (3) (4) SWRK 681 Adv. Family & Child Treatment (3) (or) (6) SWRK 656 Advanced SWRK Macro Practice (3) (7) SWRK 655 Advanced Policy Practice (3) (8) SWRK 658 Adv. Practicum II (4) (9) Thesis/Project (2) (or) (5) Elective (3) & complete Comprehensive Exam</p>
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ELECTIVES

Not all electives are offered every semester or year

<p>SWRK 678 Mental Health Recovery and Wellness (3) (MH - BHS-TAY required) SWRK 687 Advanced Child Welfare (3) (Title IV-E required) SWRK 697 Independent Study (1) or (2) SWRK 699P Master's Project (2) SWRK 699T Master's Thesis (2)</p>	<p>SWRK 673 Trauma and Loss (3) SWRK 674 Policy & Practice w/Older Adults & Their Families (3) (GERO- required) SWRK 677 Substance Abuse: Foundations of SWRK Practice (3) (Title IV-E & MH –required) SWRK 671 SWRK Health Care Policy & Practice (3) (Not Currently Offered) SWRK 688 SWRK Practice in Schools (3) (Not Currently Offered)</p>
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Graduation / Continuing Education

Three-Year Program Course Sequence 2018-2021

—**TWO WEEKEND FACE-TO-FACE CLASSES MANDATORY FALL 2018 AND SPRING 2019**—
There is a required two-day orientation the week prior to the start of Year One semester. Two weekends of face-to-face campus classes per semester in Year One & Two, and up to three weekends a semester of face-to-face campus classes the Fall/Spring of Year Three. Dates and times to be announced. Please see our website for calendar information: www.csuchico.edu/swrk/dl.

FOUNDATION COURSES

(O) = 100% online (H) = Hybrid; mostly online with some face-to-face time required

Fall 2018 (6 units)	Spring 2019 (10 units)
MSW Program Orientation (On Campus - MANDATORY) (I) SWRK 601: Human Behavior & Social Environment I (Micro) ^{(3)(O)} (II) SWRK 605: Social Welfare Policy & Services ^{(3)(H)}	(I) SWRK 612: Diversity & Social Justice ^{(3)(H)} (II) SWRK 617: Research I: Methods for Social Work Knowledge & Practice ^{(4)(H)} (III) SWRK 644: Human Behavior & Social Environment II (Macro) ^{(3)(H)}
Summer 2019 (3-6 units)	
(I) SWRK 608: General SWRK Theory & Practice I ^{(3)(H)}	
Elective*: (II) SWRK 677: Substance Abuse ^{(3)(H)} (required for Title IV-E and MH)	

*You must decide now if you will do a Thesis, a Project, or the Comprehensive Exam AND 2 electives. No electives required with Thesis/Project.

Fall 2019 (6-9 units)	Spring 2020 (6-9 units)
(I) SWRK 609: General SWRK Theory & Practice II ^{(3)(H)} (II) SWRK 631: Foundation Practicum I ^{(3)(H)}	(I) SWRK 610: General SWRK Theory & Practice III ^{(3)(H)} (II) SWRK 632: Foundation Practicum II ^{(3)(H)}
Electives*: (III) SWRK 678: Mental Health Recovery & Wellness Processes ^{(3)(H)} (required for MH) (OR) (III) SWRK 687: Advanced Child Welfare ^{(3)(H)} (required for Title IV-E)	Elective*: (III) SWRK 674: Policy & Practice with Older Adults & their Families ^{(3)(O)} (required for GERO)

CONCENTRATION COURSES

Summer 2020 (6 units)
(I) SWRK 643: Assessment of Individuals & Families ^{(3)(H)} (II) SWRK 652: Supervision, Program Development & Administration (Macro Practice) ^{(3)(H)}

Fall 2020 (10-12 units)	Spring 2021 (10-12 units)
(I) SWRK 641: Advanced Practice in MH Services ^{(3)(H)} (OR) (I) SWRK 642: Advanced Practice in FCY Services ^{(3)(H)}	(I) SWRK 653: Research II: Program & Practice Evaluation ^{(3)(H)} (II) SWRK 655: Advanced Policy Practice ^{(3)(H)}
(II) SWRK 656: Advanced SWRK Macro Practice ^{(3)(H)} (OR) (II) SWRK 681: Adv. Family & Child Treatment ^{(3)(H)}	(III) SWRK 658: Advanced Practicum II ^{(4)(H)} (IV) Thesis/Project ⁽²⁾ (SWRK 699P/SWRK 699T) (OR)
(III) SWRK 648: Advanced Practicum I ^{(4)(H)}	(IV) Comprehensive Exam
(IV) Thesis/Project ⁽²⁾ (SWRK 699 P/SWRK 699T)	

Additional Electives
SWRK 673: Trauma & Loss ⁽³⁾
NOTE: Electives are offered in the full-time MSW program schedule – not all electives are offered every semester/academic year.

PROFESSIONAL FOUNDATION AND CONCENTRATION YEAR PRACTICUMS

Purpose

The purpose of the Field Education Program is to prepare students for the world of professional social work practice by placing them in actual settings. Under the guidance of social work practitioners, students will develop essential competencies in applying social work knowledge, values, and skills. In addition to their classroom experience, students will gain knowledge, skills, and a professional identity and a working knowledge of the ethics, values, and roles of social workers through practice in these settings and through the instruction and modeling provided by their mentors. In addition to time at the field site, the student attends a Field Seminar designed to help integrate classroom learning and the field experience.

Professional Foundation Year Practicum

The purpose of the Professional Foundation Year is to learn basic knowledge, skills, and values for client-centered problem-solving in generalist social work practice. During the Professional Foundation Year, students should learn to:

- Engage in interpersonal helping
- Utilize a problem solving process
- Analyze and function within an agency delivery system
- Perform a variety of direct and indirect practice roles with a primary focus on direct roles
- Find and use formal and natural resource systems
- Critically reflect on her/his own practice.

A working knowledge of the National Association of Social Workers (NASW) Code of Ethics and its application to practice is a major focus during the Professional Foundation Year. The practice courses SWRK 608 and SWRK 609 support the student's learning in the agency and the community, and encourage a fuller understanding of the array of social service systems.

Practice courses also address professionalism, ethical and value conflicts related to practice, professional boundaries, organizational cultures, and challenges posed by practice with diverse populations. Integrative social work courses help students generalize experiences from individual placements to practice across the broad spectrum of organizations, interacting with the diverse populations and practice levels that students will encounter professionally.

Concentration Year Practicum

During the Concentration Year, students continue to develop their professional identity. Students are expected to acquire basic knowledge, skills, and values during their Professional Foundation Year practicum in preparation for the Concentration Year practicum. The emphasis of the concentration fieldwork, and the practice courses, SWRK 641 or SWRK 642 and SWRK 652, is on preparing students for advanced generalist practice and leadership roles in human service agencies in Northern California. Emphasis is on using advanced intervention methods and problem solving methodologies with complex systems of all sizes.

The Concentration Year practicum develops particular professional competence as a generalist with a focus in Mental Health Services (MH), Families, Children and Youth Services (FCY), or Gerontology (GERO). It is during this Concentration Year practicum that students are able to apply the concepts, skills, and values learned in the Professional Foundation Year to the selected focus area of advanced generalist practice.

The Concentration Year practicum further prepares students as social work practitioners in their focus area by expanding understanding and use of the ecological systems perspective. Students gain a more comprehensive understanding of theories, concepts, and practice models for assessment and intervention with different sized systems at multiple levels in small towns and rural and remote settings.

The student's practice is guided by values that build upon the strengths of consumer systems at multiple levels consistent with the values of individual and cultural diversity, self-determination, human dignity and worth, and social justice. At this level, students should also be able to engage and maintain complex professional relationships with staff, colleagues, community members, and policy makers consistent with social work ethics and values.

While the Professional Foundation Year practicum introduces supervision and critical reflection, it is during the Concentration Year practicum that students become skilled in critical self-reflection and the ability to utilize consultation and supervision for understanding their own limits, ethical scrutiny, and professional growth and wellness.

CALIFORNIA BOARD OF BEHAVIORAL SCIENCES -PRE-LICENSURE COURSE WORK

Please refer to the following table to determine what California Board of Behavioral Sciences (BBS) pre-licensure course requirements can be met with courses completed in the CSU, Chico MSW program.

BBS Pre-licensure Requirement	MSW Course Completed
Substance Abuse & Dependency - 15 hours	SWRK 677 Substance Abuse – Foundations for Social Work Practice
Aging & Long Term Care – 10 hours	SWRK 674 Policies & Practice with Older Americans & Families
Child Abuse Assessment & Reporting – 7 hours	SWRK 687 Advanced Child Welfare
Spousal Abuse Assessment and Reporting -15 hours	This requirement is not met in any MSW course
Human Sexuality – 15 hours	This requirement is not met in any MSW course

For more information on licensure in the State of California see: <http://www.bbs.ca.gov/>

ACADEMIC REGULATIONS FOR MSW STUDENTS

Special Rules Governing Course Enrollment

1. No more than 15 units may be taken before admission to classified status.
2. No more than 9 units of transfer and/or CSU, Chico extension or Open University credit may be included in the program (correspondence courses and UC extension course work are not acceptable). The MSW Program Director must approve acceptance of transfer credit.
3. Students may enroll in a maximum of 3 units of Independent Study.
4. No more than 2 units of SWRK 699T (Master's Thesis) or SWRK 699P (Master's Project) may be taken per semester, with no more than 4 units total.
5. After being accepted into the Two-Year or Three-Year MSW Program, students with a social work baccalaureate degree obtained within the last five years may challenge selected courses from the professional foundation year of the MSW program if they believe they have mastered the objectives and content through previous courses. If successful, students will substitute elective courses in the program to meet the unit requirement for the degree. For detailed information, see "Proficiency Examination Policy."

Graduate Time Limit

A student must complete all requirements for the MSW degree no later than five (5) years from the end of the semester of enrollment in the oldest course on the approved program. In special circumstances, a single extension of the program time limit may be granted to a maximum of no more than two additional years from the end of the semester of enrollment in the oldest course on the approved program.

The extension may require taking additional coursework and dropping the expired coursework from the approved program, or validating expired coursework (see "Validation of Expired Coursework"). Approvals for the extension, and the duration of the extension, are determined by the MSW Program Director and the Office of Graduate Studies, in that order.

POLICIES AND PROCEDURES FOR TRANSFER OF CREDIT AND USE OF PROFICIENCY EXAMINATIONS

Transfer of Credit

Under general university policy, course work may be considered for transfer into a master's degree program if it was completed at a regionally accredited institution within the master's degree program time limit, is graduate level and acceptable in a master's degree program at the school where it was taken, and has not been counted toward any previous degree. The California Education Code (Title 5) requires that students be allowed at least five years and no more than seven years to complete all master's degree requirements. The CSU, Chico MSW program has a five-year time limit for students to complete all program requirements.

Transfer of Social Work Courses from Other Institutions

CSWE Accredited Programs

The MSW Program accepts up to 9 units (University Policy) of transfer credit for foundation social work graduate courses taken at other CSWE accredited MSW programs. Only social work courses with a grade of “B” or higher can be used as substitutions for the required course work in the program.

In order to be considered for transfer status, students must be in good standing with the transferring institution, apply during the regular application cycle between October 1st and January 5th, and be accepted to the MSW program.

Transfer credit is determined through a review process on a course-by-course basis. The MSW Program Director, with consultation as needed from faculty teaching the content area, determines course equivalency by reviewing the transfer course syllabus, assignments, textbook’s table of contents, catalog description, and academic transcript provided by the student. If the MSW Program Director approves the equivalent course from another institution, the student will receive transfer credit. If the course is similar but not equivalent, the student may be required to supplement the missing material and knowledge, or take a proficiency examination. The course will be treated as equivalent and the student will receive credit if the examination is passed with a grade of “B” or higher.

Transfer credit will not be given for the concentration year. However, if students have completed a course similar to a concentration course in the Chico MSW curriculum and received a “B” or higher, the course may be considered for waiver by the same process used for transfer of credit. In this case, students will substitute the course that has been waived with an elective.

Applicants Who Have Completed the Foundation Year at a CSWE Accredited MSW Program

Applicants who have completed the first year (Foundation Year) at a CSWE Accredited MSW Program within the last four years with a 3.0 (on a 4.0 scale), and are considered in good standing with the previous institution, must apply to the CSU, Chico Two-Year Program. Once accepted into the CSU, Chico Two-Year MSW Program, the student may request that his/her coursework at the previous MSW Program be evaluated to ensure it is reflective of the Foundation Year coursework in the CSU, Chico MSW Program.

If the courses from the previous CSWE Accredited MSW Program are comparable and meet the CSU, Chico MSW Program’s Foundation Year competencies, the student may request admittance to the One-Year MSW Program. Thus, the students begins studies in the summer of the year accepted with the first courses enrolled being the SWRK 635 and SWRK 636 summer bridge courses. Upon completion of these courses with a 3.0 GPA (out of 4.0), the student may progress to the Concentration Year of the MSW Program in the fall semester, following the course sequencing outlined on of the *MSW Student Handbook*. Note that all program requirements must be met within the five-year time limit.

Other Master's Degree Programs

The MSW program may accept up to six units of elective credit from CSU, Chico or another regionally accredited college or university provided:

1. The course work transferred represents valid graduate credit from the institution accredited to offer master's degree level work and willing to accept such credit toward its own master's degree.
2. The coursework has not been counted toward another degree.
3. A grade of "B" or better has been earned.
4. The credit is within the program time limit (All program requirements must be completed within five years; at the time of admission, the course should be no more than three years old for two-year students).
5. The credit is consistent with the mission, goals, and objectives of the CSU, Chico MSW program.
6. The credit is not for a practicum; only practicum credits are given for transfer students from other CSWE accredited MSW programs.

Each course will be evaluated according to the same methods used for evaluating courses from CSWE-accredited programs. No credit will be approved for correspondence courses, continuing education courses, or for life or employment experience.

Proficiency Examinations

Students who have graduated with an accredited baccalaureate in social work within the last five years may request to challenge one or more of the following Foundation Year courses based on mastery of the material:

- SWRK 601 Human Behavior & Social Environment
- SWRK 605 Social Welfare Policy and Services
- SWRK 612 Social Work Practice in Multicultural Contexts
- SWRK 617 Research Methods for Social Work Knowledge and Practice

Mastery of the material will be determined by written examination. The student must have taken a comparable course within the last five years and received a grade of "B" or higher in order to request to challenge the course. Students may not challenge any practice or field practicum course. Students qualified to challenge a course must following the procedure below:

At least four weeks before the fall semester begins, the student must submit to the MSW Program Director a request to challenge a course along with the following documents of the undergraduate comparable course: Syllabus, textbook, table of contents, and transcript that includes the grade received for the course (transcript not required if course was taken at CSU, Chico). Accommodations can be made for earlier release of the exam through CSU, Chico Accessibility Services if applicable.

A written examination for the challenged course will be scheduled during the week before the first semester begins. The MSW Program Director will review the submitted material, and administer and grade the examination in consultation with the School of Social Work faculty course lead for that particular course. The student must pass the examination with a grade of "B" or higher.

The MSW Program Director will notify the student of the outcome of the exam before the semester begins. If the student passes the examination successfully, he/she is required to enroll in

a substitute course to maintain the 61-unit requirement for the program. The MSW Program Director, in consultation with the student, determines the course substitution, which is generally an MSW elective. The student and the MSW Program Director must complete this process before the semester begins to avoid violation of university academic deadlines.

Graduate Advising Requirement

Prior to the beginning of classes, students should contact the MSW Program Director with questions regarding the MSW program and their graduate education experience. Students are introduced to their program adviser during the mandatory orientation prior to the beginning of the fall semester. After the beginning of classes, students can consult their faculty adviser assigned to:

- Assess her/his aptitude and motivation for social work
- Become knowledgeable regarding potential field settings
- Decide whether to complete a thesis, project, or comprehensive examination
- Assist in selecting the thesis or project chair, and committee when appropriate
- Assist in monitoring academic performance (when a student's graduate cumulative grade point average - GPA- is in danger of falling below a 3.0, the adviser consults with the student and the MSW Program Director)
- Notify the MSW Program Director of academic and professional performance difficulties, and/or to notify the Field Education Director of challenges in the field practicum
- Consult, support, and guide when program difficulties or concerns arise
- Assist in locating campus resources and making referrals when appropriate
- Provide suggestions and alternatives for another career choice or major if appropriate

Graduate Literacy Requirement

Graduate students are expected to demonstrate writing proficiency commensurate with graduate education and be able to communicate effectively in writing with other professionals and the public. Academic and research papers are to be submitted in accordance with the style of the *Publication Manual of the American Psychological Association* (APA), sixth edition. To complete this graduation requirement, students in the MSW program demonstrate their writing competence through successful completion of either SWRK 641: Advanced Practice in Mental Health Services, or SWRK 642: Advanced Practice in Families, Children and Youth Services during the Concentration Year of the program.

Important Dates and Deadlines

Please visit <http://www.csuchico.edu/schedule/> to review important campus dates and deadlines.

Prerequisites for Admission to Conditionally Classified Status

Conditionally classified status indicates the student has been admitted to the MSW program, but has not been formally approved for MSW study. The student need to be progressing toward meeting the requirements outlined by the University and the School of Social Work to qualify for Classified Status by the end of the first semester of the MSW program. Conditionally Classified admission may be granted to applicants who have a cumulative GPA of less than 3.0 (on a 4.0 point scale) in their undergraduate academic coursework, are awaiting posting of his/her undergraduate degree on his/her transcripts, and/or are completing MSW prerequisites prior to the beginning of the fall semester.

Conditionally Classified Due to a Cumulative GPA of Less Than 3.0

Students admitted Conditionally Classified because of a cumulative GPA of less than 3.0, and who have obtained a baccalaureate-level degree from any state or territory within the United States or the international equivalent of a baccalaureate-level degree as determined by the Office of Graduate Studies, must submit a written request for admittance with appropriate documentation based on having met at least one of the following criteria:

1. Completed 12 units of academic post-baccalaureate graduate level coursework with a GPA of 3.0 or higher from an accredited college or university;
2. Provided outstanding paid or volunteer experience in human service agencies;
3. Performed successful grant writing for human service organizations;
4. Achieved Graduate Record Examination (GRE) scores that indicate an ability to complete graduate level work;
5. Shown significant potential for advanced social work practices.

In this circumstance, student must also have obtained approval by the School of Social Work MSW Admissions Committee and the Office of Graduate Studies.

Advancing to Classified Status

If the undergraduate degree is posted on an official transcript and/or the MSW program prerequisites are completed prior to the beginning of the Foundation Year, the graduate status will be changed to "Classified." Additionally, if the 3.0 GPA requirements are met after the first semester, then the graduate status will be changed to "Classified." If the requirements are not met, the student may not continue enrollment in the MSW program. MSW students are required to maintain an average 3.0 GPA at all times during their program.

Prerequisites for Admission to Classified Status

In addition to meeting the requirements stated above that are related for the Conditionally Classified status, to be admitted as Classified, a students must have:

1. A cumulative GPA of 3.0 or better (on a 4.0 scale) in their academic coursework
2. Approval by the School of Social Work MSW Admissions Committee and the Office of Graduate Studies.

Advancement to Candidacy

Students achieve Candidacy status when they have clearly demonstrated the ability and aptitude for attaining their MSW degree. The student must have:

1. Achieved Classified graduate status
2. Completed at least 15 units of the Concentration year of the MSW program;
3. Passed the Graduate Requirement in Writing Proficiency (SWRK 641 or SWRK 642)
4. Finished all Incomplete (IC) and Report-in-Progress (RP) grades in courses included in the MSW program
5. Completed a Graduate Clearance document with the School of Social Work that indicates plan for completion of a culminating activity (Thesis, Project, or Comprehensive Examination)
6. Received approval by the School of Social Work MSW Program Director.

Grade Point Average Requirement

Graduate students must maintain a cumulative 3.0 grade point average after admission to the MSW program, including coursework completed at other institutions.

GRADUATE GRADING REQUIREMENTS

All courses included in the MSW Program (with the exceptions of SWRK 699P, SWRK 699T, and Social Work Practicum courses) must be taken for a letter grade. While grades are determined by individual instructors, it is the policy of the MSW program that unsatisfactory grades may be given when work fails to reflect achievement of the highest standards, including high writing standards, expected of students pursuing the MSW degree. All requirement information can be found in the University Catalog:

<http://catalog.csuchico.edu/viewer/18/ACAREGS.html>

Letter Grade Definition:

An “**A**” grade at the graduate level means that a student is performing **outstanding** or **excellent** work, in which a student attends class regularly, hands in all of the course assignments and demonstrates a thorough grasp of the material. To receive an “A” grade a student must go above and beyond the basic expectations for the course.

A “**B**” grade at the graduate level means that a student is performing **at least satisfactory** work, and meeting the minimum requirements for the course. The student attends class regularly, hands in all of the course assignments, and demonstrates a basic level of understanding of the course concepts.

A “**C**” grade at the graduate level means that a student is performing **inconsistent** work. The student does not attend class regularly, fails to hand in some of the course assignments, and/or fails to demonstrate a basic level of understanding of the course concepts.

An “**F**” at the graduate level means that a student is performing **unacceptable** work, demonstrating a complete lack of understanding of course concepts.

Note: There are no “D” grades in the graduate program

(CR) Credit

A CR indicates satisfactory achievement of course objectives: equated with a B and is not calculated in student’s GPA.

(NC) No Credit

A NC indicates unsatisfactory achievement of course objectives: equated with an F and is not calculated in the student’s GPA.

(I) Incomplete

Incompletes (I) will be assigned only in cases where instructors conclude that a clearly identifiable pattern of course requirements cannot be met for unforeseen reasons. An Incomplete shall not be assigned when it is necessary for the student to attend a major portion of the class when it is next offered. An Incomplete is also prohibited where the normal practice requires extension of course requirements beyond the close of a term, e.g.,

thesis or project type courses. In such cases, use of the "RP" symbol is required. *Prior* to the end of the semester, the MSW student must initiate a request to the instructor, indicating reasons why the work could not be completed, and present a plan for completing the work prior to the beginning of the following semester. The instructor will grant or deny the request. If approved, the instructor must draft a final written plan for completing the work, including the timeframe, acquire the student's signature on the incomplete form, and along with the instructor's signature, submit the plan to the School of Social Work office for the student's file. A student may not re-enroll in a course for which he or she has received an "I" until that "I" has been converted to a grade other than "I" (ie. A-F).

An Incomplete must be made up within one calendar year after it is assigned whether or not the student is enrolled. If not, the IC will become a "F" or a NC in a credit/noncredit course. An extension of the one-year time limit may be granted by petition for contingencies such as intervening military service and serious health or personal problems. A faculty member may submit a letter grade to be assigned in the event the Incomplete is not made up within one year. If the Incomplete is not converted to a credit-bearing grade within the prescribed time limit, or any extension thereof, it shall be counted as a failing grade in calculating grade point average and progress points unless the faculty member has assigned another grade. See *University Catalog* <http://catalog.csuchico.edu/viewer/17/ACAREGS.html>

(IC) Incomplete Charge

The "IC" symbol may be used when a student who received an authorized incomplete (I) has not completed the required course work within the allowed time limit. The "IC" replaces the "I" and is counted as a failing grade for grade point average computation.

(RP) Report in Progress:

The "RP" symbol is used in connection with courses that extend beyond one academic term. It indicates that work is in progress, but that assignment of a final grade must await completion of additional work. Work is to be completed within one year except for graduate degree theses or projects. The RP is employed in connection with Independent Study (698) and Master's Thesis or Project (699T/699P), and similar courses where assigned work frequently extends beyond a single academic term and possibly requires enrollment in more than one term. Cumulative enrollment in units attempted may not exceed the total number applicable to your educational objective. Work must be completed within one year of initial enrollment for 698 courses and within the five years allowed for the completion of the MSW degree for 699 courses. See *University Catalog* <http://catalog.csuchico.edu/viewer/17/ACAREGS.html>

(WU) Withdrawal Unauthorized

The WU shall be used where a student, who is enrolled on the census date, does not officially withdraw from a course but fails to complete it. WU is most commonly used in those instances where a student has not completed sufficient course assignments or participated in sufficient course activity to make it possible, in the opinion of the instructor, to report satisfactory or unsatisfactory completion of the class by use of the letter grade (A-F). The instructor shall report the last known date of participation by the student. In courses which are graded Credit/No Credit or in cases where the student has elected Credit/No Credit evaluation, use of the WU is inappropriate and NC shall be used instead. See *University Catalog* <http://catalog.csuchico.edu/viewer/17/ACAREGS.html>

Withdrawal

The W grading symbol indicates that a student was permitted to drop the course with appropriate approval after the fourth week of the semester. Withdrawals that occur within the first four weeks do not appear on your permanent record. The symbol carries no connotation of quality of your performance and is not used in calculating your grade point average. See the preceding sections on "Dropping Courses" and "Withdrawing from the University" for additional information.

Withdrawal from Courses

Policies and procedures governing withdrawal from a course may be found in the catalog under "Course Registration, Change of Program, and Withdrawal Policies." Failure to officially withdraw from a course results in a grade of "F" being recorded on the student's transcript. Withdrawal after the university deadline may result in a "U" (unauthorized) grade. To withdraw during the last three weeks of the semester, see *University Catalog* <http://catalog.csuchico.edu/viewer/17/ACAREGS.html>

(RD) Report Delayed

RD indicates that the instructor has delayed or not reported a grade. It does not indicate that the student failed to complete the work required. An RD is due to faculty action rather than student action.

(AU) Audit

An AU denotes registration in a course in which fees are paid but for which no credit was earned by the student. Completion of the course will result in the grade of AU being posted to the student's permanent record.

Repeating Courses

Graduate students may repeat courses in which they earned a grade of B- or lower. In instances where a student repeats a course for which a grade of B or higher was earned, neither units attempted, passed, or grade points will be counted toward degree requirements.

Repeating Courses for Forgiveness

Graduate students may repeat one post-baccalaureate course for forgiveness by filing a petition with the Office of Graduate Studies, obtaining approval from the MSW Program Director, and **before** enrolling in the class. The earlier attempt must have resulted in a grade of B- or lower and there can be no regression (repeating a more elementary course after taking a more advanced course). A course that may be taken more than once may not be repeated for forgiveness. If the course was taken at another institution, equivalency must be established. Students may not petition to repeat at another university a course taken at CSU, Chico.

Only the last grade earned in the course will be calculated in the student's GPA, provided the student filed the petition and obtained the necessary approvals. If the student does not file the petition or obtain approval to repeat the course for forgiveness, the repeated course grade will be governed by the General Repeat Policy outlined in the "Academic Policies and Regulations" section of the *University Catalog*, <http://catalog.csuchico.edu/viewer/14/GREDPOL.html>

Grades for the Field Practicum

Field Practicum courses are graded Credit/No Credit. A student who receives no credit for their field practicum course will not be allowed to enroll in field the following semester. Each field course must be completed in the following order:

SWRK 631 – Fall semester foundation year

SWRK 632 – Spring semester foundation year

SWRK 648 – Fall semester concentration year

SWRK 658 – Spring semester concentration year

Repeating Field Practicum

A student may be required to repeat field practicum for the following circumstances:

- A student receives a poor evaluation and field faculty determines they have not met performance expectations and are assigned no credit for the course. In this circumstance students will meet with the MSW Program Director and design an alternative plan that will require the student to return the following year to repeat the field practicum course.
- If course objectives cannot be adequately evaluated by Field Faculty due to excessive absences or educational leaves.
- If a student is terminated from their field practicum course prematurely due to behavioral or ethical concerns they will be referred to the Student Review Committee. The Student Review Committee will determine if the student will remain in the MSW program and continue in field or be dismissed from the program.
 - If the student is given the opportunity to repeat the course per the Student Review Committee recommendations, the student will meet with the MSW Program Director to design an alternative plan that will require the student to return the following year to repeat the field practicum course.
 - Additional courses may also be required if the Student Review Committee deems it necessary to increase the student's knowledge, values, and skills needed to successfully pass the practicum.
 - The Student Review Committee will develop a *Field Remediation Plan* identifying specific measures the student will take prior to returning to the field practicum course.
 - The Director of Field Education will meet with the student prior to their return to field to assess their completion of the remediation plan and identify learning activities to be included in the student's learning contract for the new field placement. (Please see the *BSW/MSW Field Handbook* for more details).

Responsibility for Assignment of Grades

Instructors, including the field liaisons, are responsible for the assignment of grades within the university guidelines. While students may challenge the accuracy of a course grade, the grade may not be changed without the approval of the instructor or the Director of the School.

Academic Probation

Failure to maintain a cumulative 3.0 GPA will result in academic probation in the MSW program. Students must remove the deficiency within one semester or they will be disqualified from the MSW program. The MSW Program Director and the Office of Graduate Studies notifies students at the end of the semester in which their GPA falls below a 3.00. At that time students are notified they must achieve an overall GPA by the end of the semester or they will be

disqualified from the master's program. Students may not be allowed to continue in the program sequence until academic probation is removed.

Administrative-Academic Probation and Disqualification

Administrative-Academic Probation or Disqualification may occur when students have: withdrawn from a substantial number of courses over two consecutive semesters; failed repeatedly to make progress toward earning their degree; or failed to comply with academic professional behavior, regulations, or requirements after they have been notified of the problem.

PLANNED EDUCATIONAL LEAVE FROM THE UNIVERSITY AND MSW PROGRAM

The MSW Program Planned Educational Leave policy is designed to extend classified MSW students the ability to suspend their studies for one or more semesters with the right to return to complete their MSW degree. However, all degree requirements must be met within the program time limit. Students must request and obtain a formal, individualized *Alternate Educational Plan* from the MSW Program Director in order to maintain their status in the MSW program and the right to return. It is crucial that students considering a Planned Educational Leave contact the MSW Program Director for counsel and complete the necessary paperwork.

Students must maintain continuous enrollment to preserve catalog rights for the MSW program when first admitted (see Continuous Enrollment procedures in this handbook). **MSW students who do not maintain adjunct enrollment for every semester they miss, must reapply to the MSW program when they return. Students may be held to any new s requirements and if admitted, to any new degree requirements.**

Students who have been disqualified or terminated for academic or non-academic reasons are not eligible for a Planned Educational Leave. Students who have been disqualified for academic reasons may be reconsidered for reinstatement after one year of leaving the MSW program.

Planned Educational Leave Procedures

The student planning for an Educational Leave from the MSW program must complete an individualized *Alternate Educational Plan* with the MSW Program Director in consultation with the student's adviser. The plan must include information on courses completed and grades, courses needing to be completed, the last semester of enrollment, the planned semester of return, reason for the leave request, and the relationship of the leave to the student's educational and professional goals. The completed document, signed by the student, must be filed with the School of Social Work. An *Alternate Educational Plan* must be completed prior to the Educational Leave, but may be considered retroactively in emergency situations. The student must also enroll in Adjunct Enrollment through the CSU, Chico Regional and Continuing Education.

Medical Leave

If a student arranges an *Alternate Educational Plan* due a medical need, and desires to return to classes, the student must provide the MSW Program Director a letter from his/her physician relating that s/he has been "medically released" to return to school. It must be specified if the student will be returning part-time or full-time to the program. All limitations and/or restrictions need to be also clearly specified.

Adjunct Enrollment

If a student chooses a Planned Educational Leave, s/he must maintain Continuous Enrollment through Adjunct Enrollment. Adjunct Enrollment status, and the payment of the corresponding fees, does not extend the student's master's degree program time limit for the completion of degree requirements. These time limits are established by Title 5 of the California Code of Regulations and University policy. Further, enrollment in adjunct status does not signify any commitment by CSU, Chico to allow an extension of the time limits. Students are responsible for knowing that their master's program is viable and consulting with the MSW Program Director before enrolling in adjunct status. Each program's time limit is listed in the *University Catalog* <http://catalog.csuchico.edu/viewer/17/GREDPOL.html>

Adjunct Enrollment consists of registration in GRST 899 through the Center for Regional and Continuing Education, of which an administrative fee is charged. Registering in GRST 899 must be completed by the end of the fourth week of classes each semester (the university census date). Late fees are charged for non-compliance with this policy. Adjunct enrollment in GRST 899 is the only way for a graduate student to maintain her/his required continuous enrollment in a master's degree program during any fall or spring semester in which s/he is not regularly enrolled in courses. <http://catalog.csuchico.edu/viewer/17/GREDPOL.html>

No credit is earned for Adjunct Enrollment; however this allows the student to maintain her/his status in the master's degree program. Upon returning to the MSW program within the five year time limit from the date the student began the MSW program, s/he agrees to enrollment and completion of the courses per the requirements related in the academic year the student began (per the *MSW Student Handbook* of that year). If the student does not maintain Continuous Enrollment, s/he may be required to reapply to the MSW program and may be subject to any new admission requirements

Policy on Volunteer Experience

The California State University, Chico, School of Social Work recognizes that social workers have an ethical responsibility *to the broader society* and thus a professional commitment to helping their fellow human beings during national disasters and various other traumas. We also understand that there are various ways to support and enhance individuals and families that do not take away from the educational integrity of a student's learning process and our program. Students are encouraged to participate in *professionally directed* activities while also maintaining their educational commitment.

Volunteer Experiences Impacting Course Attendance

If a student chooses to participate in a volunteer experience that entails missing courses in the program for more than one week, the School of Social Work will honor their choice and require the student to request a *Planned Educational Leave* from the program until the student can make a *full time or part time* commitment *as appropriate* to their coursework. Please refer to the *Office of Graduate Studies* school guidelines for Educational Leaves for further details and discuss this decision with your MSW Adviser and the MSW Program Director.⁵ For further details, please refer to Attendance Policy in this handbook.

⁵ Policy adopted by the faculty of the CSU, Chico, School of Social Work - November 2005

Withdrawal from the University

Students finding it necessary to withdraw from the university after they have enrolled for the academic term must first contact the MSW Program Director, and then the Director of the School of Social Work, to discuss their circumstances and whether or not they plan to return to the MSW Program in the future. Students must follow official university procedures. Those receiving financial aid, Title IV-E, HPPAE, and Mental Health and BHS-TAY stipends, any other stipend/aid program or scholarship, must contact the Office of Advising, Graduate Studies, the School of Social Work office, the Title IV-E Coordinator, HPPAE Director, or Mental Health Coordinator in the School of Social Work, respectively. If for any reason students are unable to conduct this business in person, they need to call the appropriate office to request the withdrawal. Failure to formally withdraw from the university can result in a failing grade (F). Please refer to the *2018-2019 University* <http://catalog.csuchico.edu/viewer/home>

APPLYING FOR GRADUATION

The deadlines to apply for graduation are published in the *Class Schedule* and the *University Catalog*. Students must apply no later than the published date for the semester in which they are scheduled to complete all program requirements, generally the spring semester for MSW students.

The Office of Graduate Studies' *Final Steps to Graduation* includes instructions and a checklist for university master's graduation requirements and may be obtained from the Office of Graduate Studies, or on the Office of Graduate Studies webpage: <http://www.csuchico.edu/graduatestudies/index.shtml> Students may find this useful in planning for their graduation and ensuring they have met all requirements in a timely manner.

Students must be sure her/his file contains transcripts of all post-secondary schools attended, including schools attended while obtaining the MSW at Chico. These are necessary to be cleared for her/his master's degree. Official transcripts must be sent directly to the Office of Graduate Studies. NOTE: Students who do not graduate at the end of the semester for which they applied, must reapply for the following semester by the applicable deadline and pay the refilling fee.

Graduating with Distinction

To graduate with distinction, a student must achieve a 3.9 grade point average in all approved program coursework *and* have achieved exceptional standing in research, community service, service to the University, and/or projects outside the regular course work. Recommendations for this honor are submitted to the MSW Director by the student's faculty adviser and/or faculty familiar with her/his work. *It is a School of Social Work faculty decision in regard to the student(s) chosen.* Students graduating with distinction are recognized at commencement and receive a special diploma. The notation "with distinction" is posted on the transcript. Please note that Graduating with Distinction in the MSW Program is awarded to approximately 5% of each graduating class.

GRADUATE CULMINATING ACTIVITY: COMPREHANSIVE EXAM, THESIS, OR PROJECT

The MSW program requires students to satisfactorily complete: (1) a thesis, (2) a project, or (3) a comprehensive examination (along with two electives) as a condition of graduation. Students work with their faculty adviser, MSW Program Director, or the Comprehensive Examination Committee Chair in deciding which option will best fulfill their academic and professional goals. The deadline for Concentration year master's degree students to complete all requirements and submit their final progress sheet to the MSW Program and the Office of Graduate Studies is April 20, 2018. All culminating activities must be completed prior to this date.

Comprehensive Exam

Students who choose the comprehensive exam option *are required to also complete two social work electives*. The Comprehensive Exam allows students the opportunity to integrate and apply knowledge from MSW courses and the practicum. The exam reflects advanced generalist practice understanding, values, and skills gained during the Foundation and Concentration Years of the MSW Program. The Comprehensive Exam Committee Chair(s) meet with the Concentration Year students in the fall semester to provide detailed information and guidelines for the Comprehensive Exam. Please note that the exact content and format for the Comprehensive Exam may vary each year. Information on the previous year's Comprehensive Exam is available on the MSW website: <http://www.csuchico.edu/swrk/ma/exams.shtml>

Thesis or Project

The Office of Graduate Studies *A Guide to Graduate School: Policies, Procedures and Format* is the guiding publication for theses and projects at CSU, Chico. Please review the current publication at: <http://www.csuchico.edu/graduatestudies/current-students/thesis-project/policies.shtml>

A thesis is typically a recognized research methodology to answer a significant question. A project is typically a creative work consisting of a community project designed and completed through a community agency.

All theses and projects require oral and written documentation that are defended and that follow the Office of Graduate Studies' guidelines and the recommendations of the School of Social Work. Students are personally responsible for all formatting and binding costs for theses/projects.

Thesis/Project Policy – School of Social Work

Completion of a thesis or project is a major undertaking that requires preparation, commitment, and planning. *Note: Students who formally elect to complete a thesis or project will not be allowed to change their plan and take the comprehensive examination.* Therefore, students choosing to complete a thesis or project should contact their faculty adviser, the MSW Program Director, or proposed thesis/project chair as early as possible.

The thesis/project proposal includes a formal outline of the thesis or project, a review of the scientific literature on the topic, a completed human subject review application, a timeline for completion of the project or thesis, and a the approval signatures of the thesis/project chair. The thesis/project committee consists of at least two School of Social Work faculty (Chair and member). If a student desires that a committee member be a CSU, Chico faculty member from

another department, approval must occur from the MSW Program Director and Office of Graduate Studies. Additionally, a third committee person may be selected from outside the School who specializes in the subject area of the thesis or project. However, approval of this member must occur by the MSW Program Director and Office of Graduate Studies.

Students are strongly advised to obtain and carefully review the university's detailed information and guidelines for master's thesis and projects from the CSU, Chico's *Guide to Graduate Studies: Procedures and Format* to fully understand expectations prior to preparing a proposal. The *Guide* can be accessed at: <http://www.csuchico.edu/graduatestudies/thesis-or-project/index.shtml>

Recommendations for Thesis or Projects

Writing a thesis or project for an MSW degree's culminating event can be highly rewarding. However, it is a major undertaking that needs careful consideration and planning. In preparation, a student must complete a Thesis or Project Proposal to be submitted to the MSW Program Director following signatures of approval by the Thesis/Project Chair and Committee Member(s). The development of the Proposal will help the student form a research plan, consider its feasibility, and select a Thesis/Project Chair. Please refer to faculty web page for faculty specialized focus on research and study.

The following are the recommended elements of the Thesis/Project Proposal. Ultimately, the standards for the proposal are determined by the Thesis or Project Committee and/or Chair. Proposal submissions should be in 12 pt. font and no more than three to five pages in length.

Thesis/Project Outline

- I. Problem Statement
 - a. Clearly articulated research question or project
 - b. Researchable research question or feasible project idea

- II. Literature Review (brief—summation)
 - a. Compilation of article from peer reviewed journals that are directly related to the research questions or project idea
 - b. Quantity of articles should reflect the range of prior research on the topic

- III. Methodology
 - a. Description of how the research/project will be carried out
 - b. Appropriateness of the method to the research question or project

- IV. Human Subject Review
 - a. A description of the proposed research related to the Human Subject Review policy can be found at:
<http://www.csuchico.edu/prs/EMs/1993/93-004.shtml>
 - b. An Application for Human Subjects Review is obtained from the website.
<http://www.csuchico.edu/graduatestudies/humans-animals-research.shtml>

Please also review the Office of Graduate Studies guidelines for the thesis/project, which can be accessed at: <http://www.csuchico.edu/graduatestudies/thesis-or-project/index.shtml>

Final Draft of Thesis or Project

The final draft of the Thesis or Project (may be prior to formatting and revision(s) recommended at the defense) is to be provided to the Thesis/Project Chair, Committee Members, and MSW Program Director (Graduate Coordinator) no later than one week prior to the defense. (These are the individuals that sign the final thesis/project completion *Approval Page*.)

The Thesis/Project Defense shall be publicized one week prior by the Thesis/Project Chair and/or MSW Program Director via emails and flyer invitations to the School of Social Work faculty and BSW/MSW students. Attendance at the defense will include, but is not limited to, the Thesis/Project Chair, at least one Thesis/Project Committee member, and the MSW Program Director.

2018-2019 Thesis/Project Recommended Submission Dates (subject to Committee Chair’s discretion)

One-Year Program (2018-2019)	
Proposals (with written approval by committee chair) to MSW Program Director	7/27/18
Deadline: Completed document to Office of Graduate Studies	4/19/19

Two-Year Program (2017-2019) –Concentration Year	
Proposals (with written approval by committee chair) to MSW Program Director	7/27/18
Deadline: Completed document to Office of Graduate Studies	4/19/19

Human Subjects in Research

The use of human subjects in research at CSU, Chico is governed by Executive Memorandum 93-04 and by the policies of the University Human Subjects in Research Committee, which follow the Code of Federal Regulations for the protection of human subjects. All MSW students choosing a thesis or project must complete and submit a *Human Subject in Research* form for approval by the CSU, Chico Institutional Review Board (IRB). For a copy of the guidelines and answers to specific questions, see the chair of the Campus Institutional Review Committee in the Office of Graduate Programs, or view the Campus link to Human Subjects: <http://www.csuchico.edu/graduatestudies/humans-animals-research.shtml>

CULMINATING EVENT

The CSU, Chico School of Social Work MSW Culminating Event was developed to provide an educational experience for the School of Social Work MSW Concentration Year students. This event occurs during the final exam week of spring semester that the students are graduating. Each cohort may choose through vote if they wish to have final exams the spring semester of graduation or a culminating event.

The Culminating Event was developed to provide a collective/cohort educational experience; instead of each class administering a final exam that might occur on various times/days throughout the University exam/commencement week. It is important to note that the University's final exam schedule does not follow the timeframe of the classes; thus, an exam might occur on a different day and/or time than when a class usually met during the spring semester.

Why is the Culminating Event Mandatory for all Concentration Year Students?

It is a requirement of CSU, Chico that classes meet during final exam week and that they contain a meaningful educational experience, not simply an end-of-the-semester celebration. This is why the School of Social Work Culminating Event is a mandatory event. *It is an educational experience in lieu of final exams. All concentration year students must attend.*

How is the Culminating Event Planned/Developed/Facilitated?

Each year, the concentration year students form a Culminating Event Committee. This is an opportunity for the graduating students to choose an educational experience that is meaningful for their specific cohort. A survey is developed by the students and is sent out to the all concentration year students to ensure that all students have a voice in planning the event. The Culminating Event Committee is open to all students in the concentration year who wish to participate in the planning, organizing, directing, administering, etc. of the event. Most often, the Committee breaks into subcommittees in order to share the work of planning and facilitating the event of choice.

Do note that monies provided by students for the Culminating Event are a donation. *This is a choice and if one chooses not to donate funds for the event, they still must attend the event.* Unfortunately, there are no University or School of Social Work funds available to support this event financially.

ROLES AND RESPONSIBILITIES OF MSW STUDENTS

The expectations of a professional educational program begin with a commitment to service with individuals, groups, families, organizations, communities, and society places additional demands on students. Students are responsible for pursuing excellence in their social work practice. Some of the roles and responsibilities of graduate students are:

1. Students, as adult learners, will benefit from an attitude that values opportunities to explore new ideas, new concepts, and the acquisition of new skills.
2. Students are expected to be familiar with the *CSU, Chico Student Handbook for the MSW Program* and the *NASW Code of Ethics*. Students will be held accountable for adhering to the *NASW Code of Ethics* tenets in both their educational and professional roles.
3. The Attendance Policy for CSU, Chico relates that students are expected to attend all class meetings and to arrive on time. See Attendance Policy located in Common Syllabi.
4. It is important that students develop and maintain the habit of reading the most current professional journals and generally stay abreast of current and relevant social work issues.
5. Membership and participation in NASW is highly encouraged.
6. Familiarity with and regular use of the CSU, Chico library is essential. Other libraries include the Butte County Library and local social service agencies.
7. Papers is a major component of most social work courses. Students will be given numerous writing assignments designed to enhance her/his ability to analyze and synthesize concepts in preparation for the rigors of social work practice. Students are expected to select topics that challenge their abilities. **Plagiarizing or purchasing papers is strictly forbidden and in violation of university regulations.** Students will be held accountable for observing the University Policies: <http://catalog.csuchico.edu/viewer/17/STUDJUDAFFAIRS.html>

Writing assistance is available through the Student Learning Center: 530-898-6839 or <http://www.csuchico.edu/slc/> Additionally, the College of Behavioral and Social Sciences Student Success Center, located in Butte Hall room 518, provides assistance with writing, study skill tips, and collaborative/group work space. Tutors are available Monday-Friday. The Office of Graduate Studies also provides a space in the Miriam Library specifically for graduate students. For current hours and days of availability, check Graduate Studies: <http://www.csuchico.edu/graduatestudies/index.shtml>

American Psychological Association (APA) Writing Style

The School of Social Work follows the American Psychological Association (APA) writing style and students are required to be familiar with and use this format in writing papers. Papers are to be written in gender-neutral language.

8. All students are members of the Associated Students (AS) School of Social Work MSW Club and are encouraged to participate in this organization.

9. Students are encouraged to participate fully in course and teaching evaluations. The School of Social Work and individual professors appreciate the time and thoughtfulness that students take to make these evaluations meaningful. When appropriate and feasible, the feedback is incorporated into future classroom teaching.
10. Students may consult their adviser to understand degree requirements and timelines, select courses, discuss difficulties and concerns, and discuss career and professional development and goals.
11. It is incumbent upon students to be aware of the Policy on Nondiscrimination and Affirmative Action in Employment and Education, the Policy on Harassment, the Guidelines for Faculty/Student Relationships, the Nondiscrimination Policy Regarding Individuals with Disabilities, the Commitment to Vietnam Era Veterans and Veterans with Disabilities, the Code of Student Rights and Responsibilities, the Policy on Use of Computing and Communication Technology, the Zero Tolerance Policy on Workplace Violence, the Campus Policy on Alcoholic Beverage and Controlled Substance Abuse, the Policy on Integrity in Research, the Policy on Academic Honesty, and the CSU, Chico Grievance Procedure. These policies are located on the CSU, Chico website: www.csuchico.edu
12. Communication is essential for a successful graduate experience. The School of Social Work *MSW Student Handbook* is available on the school website. Information on the MSW program is provided at this site www.csuchico.edu/swrk. To further facilitate communication, the MSW Program Director meets with students formally throughout each semester. Students are encouraged to meet with and share ideas or concerns with their faculty adviser and MSW Director as needed/desired.

MSW STUDENT ACADEMIC PERFORMANCE

Standards for Students' Academic Performance

Expectations for students' academic performance and conduct are included in the following documents: *The National Association of Social Workers Code of Ethics*; the *MSW Field Education Handbook*; the *Student Handbook for the MSW Program*; the *University Catalog*; the CSU, Chico Office of Graduate Studies, *A Guide to Graduate Studies: Policies, Procedures, & Format*; and the CSU, Chico *Code of Student Rights and Responsibilities* Student Rights EM 08-40 at: <http://www.csuchico.edu/prs/EMs/2008/08-040.shtml>

- 1) *The National Association of Social Workers' Code of Ethics* is included in the *Field Education Handbook* and the *MSW Student Handbook*.
- 2) The *MSW Field Education Manual* outlines the field education program's methods for dealing with academic and professional performance problems under "Resolution of Problems in Field Education."
- 3) *A Guide to Graduate Studies: Policies, Procedures & Format* provides guidelines regarding grades, grade point average requirements, graduate literacy requirement, academic honesty, plagiarism, and other related material.
- 4) The 2018-19 *University Catalog* provides a statement regarding professional standards and disqualification for MSW students:
<http://catalog.csuchico.edu/viewer/17/ACAREGS.html>
- 5) The CSU, Chico *Code of Student Rights and Responsibilities* is available on the web:

<http://www.csuchico.edu/prs/EMs/2008/08-040.shtml>

- 6) The 2018-2019 *University Catalog* provides a statement regarding academic honesty <http://catalog.csuchico.edu/viewer/18/STUDJUDAFFAIRS.html> A student who plagiarizes will be referred to CSU, Chico Judicial Affairs.

STANDARD SYLLABI POLICIES

The School of Social Work recognizes the importance of the learning environment and the integrity of the educational course work. As a result, the faculty has adopted the following as standards for all MSW courses that are part of the course syllabi.

Students with Disabilities or Physical Limitations

It is the responsibility of students with a disability or physical limitation to initiate requests for services and accommodations at Accessibility Resource Center (ARC): (530) 898-5959 v/t; (530) 898-4411 fax; <http://www.csuchico.edu/arc/index.shtml>

Students with a disability are encouraged, but not obligated, to register with ARC. After reviewing the student's records, the ARC adviser will determine eligibility and consult with the instructor to facilitate access.

If a student needs assistance in evacuating the building during a fire or other emergency please inform the instructor immediately so that arrangements can be made for your safety. Attendance Students are expected to attend all classes. A student should discuss absences with his/her instructors. An absence of more than a week's duration needs to be reported to Academic Advising Programs when it results from circumstances beyond a student's control, such as illness or accident. The office will then send notification of the student's absence and the reason for it to the instructors. Instructors can, if they choose, drop a student from a course for non-attendance.

Campus Attendance Policy: <http://catalog.csuchico.edu/viewer/17/ACAREGS.html>

Please review each course syllabus for any additional attendance policies specific to that course.

Academic Honor and Honesty

It is expected that all students will conduct themselves with honor and honesty regarding their academic work during the course. **All academic dishonesty, including cheating, plagiarism, and misrepresentation is prohibited.** Please read the university policy regarding academic misconduct located in the University catalog and *MSW Student Handbook*. Academic misconduct includes taking information, providing information, plagiarism, misrepresentation, and other forms of academic dishonesty. Deliberate failure to properly cite another's work is cheating. A student who plagiarizes will be referred to CSU, Chico Judicial Affairs.

Writing Standards

All papers are to be double spaced with one-inch margins and 12-point font. After spell-checking a paper, it is important to proofread again to ensure that the words used were the ones desired. Students are encouraged to watch for homonyms such as *there*, *their*, and *they're*. The American Psychological Association (APA) (Sixth Edition) documentation is required. Students are required to use the writing guidelines as described by CSU, Chico and professional writing standards. The use of nonsexist language is expected in class discussions and written assignments. Students are expected to be knowledgeable of the types of plagiarism and the ramifications.

Evaluation

A student's work will be graded on criteria for each assignment, exam, level of participation, and other areas as described for the course as a whole. Students are encouraged to meet with the instructor regarding any request to change a particular assignment or requirement to better meet her or his particular goals or learning needs.

Students are also encouraged to meet with their instructors to provide feedback regarding relevance of course content, reading assignments, texts, evaluation methods and other learning experiences. This is the best way for students to provide feedback to the instructor for ongoing evaluation and course/curriculum improvement. Students also have the opportunity to provide feedback through the university's formal Student Evaluation of Teaching (SET) process.

Grades

Grades are determined by each student's point totals applied to the following percentages:

A = 94 - 100	B+ = 87 - 89	C+ = 77 - 79	F = ≤ 69
A- = 90 - 93	B = 84 - 86	C = 74 - 76	
	B- = 80 - 83	C- = 70 - 73	

Note: There are no "D" grades in the graduate program.

The School of Social Work's minimum grade requirement for MSW courses is a "C" (C- is not acceptable). If a student earns less than a "C" grade in a MSW course, s/he will be required to repeat the course. (Please see this *MSW Student Handbook* and *Guide to Graduate Studies* regarding policy for repeating graduate courses.)

Other Grading Options

Incomplete Grade

Incompletes (I) will be assigned only in cases where instructors conclude that a clearly identifiable pattern of course requirements cannot be met for unforeseen reasons. An Incomplete shall not be assigned when it is necessary for the student to attend a major portion of the class when it is next offered. An Incomplete is also prohibited where the normal practice requires extension of course requirements beyond the close of a term, e.g., thesis or project type courses. In such cases, use of the "RP" symbol is required.

Prior to the end of the semester, the MSW student must initiate a request to the instructor, indicating reasons why the work could not be completed, and present a plan for completing the work prior to the beginning of the following semester. The instructor will grant or deny the request. If approved, the instructor must draft a final written plan for completing the work, including the timeframe, acquire the student's signature on the incomplete form, and along with the instructor's signature, submit the plan to the School of Social Work office for the student's file. A student may not re-enroll in a course for which he or she has received an "I" until that "I" has been converted to a grade other than "I"; e.g., A-F, IC.

An Incomplete must be made up within one calendar year after it is assigned whether or not the student is enrolled or it will be changed to IC in a letter grade situation or to NC in a CR/NC situation. An extension of the one-year time limit may be granted by petition for contingencies such as intervening military service and serious health or personal problems. A faculty member may submit a letter grade to be assigned in the event the Incomplete is not made up within one

year. If the Incomplete is not converted to a credit-bearing grade within the prescribed time limit, or any extension thereof, it shall be counted as a failing grade in calculating grade point average and progress points unless the faculty member has assigned another grade.

IC- Incomplete Charge

The "IC" symbol may be used when a student who received an authorized incomplete (I) has not completed the required course work within the allowed time limit. The "IC" replaces the "I" and is counted as a failing grade for grade point average computation.

RP-Report in Progress

The "RP" symbol is used in connection with courses that extend beyond one academic term. It indicates that work is in progress but that assignment of a final grade must await completion of additional work. Work is to be completed within one year except for graduate degree theses. It is employed in connection with Independent Study (698), Master's Study (699), and similar courses (e.g., designated Special Topics/598 courses approved for this grading option) where assigned work frequently extends beyond a single academic term and possibly requires enrollment in more than one term. See University 2018-19
<http://catalog.csuchico.edu/viewer/home>

Cell Phones

The classroom is a professional environment; please respect this environment by turning cell phones off or setting the phone to the 'vibrate' or 'silent' mode. If you are expecting to be contacted during class, notify the instructor before the class begins and take a seat near the door where you will be able to leave the room quickly and quietly so as to not to disrupt the learning experience of your colleagues.

Confidentiality

Learning products or discussions associated with the class will be treated as privileged; as such, they will not be shared beyond the classroom with three exceptions: 1) those discussions that indicate the likely endangerment or the compromising of the well-being of enrollees or specific persons identified as being targeted for such activity; 2) those discussions related to consultation with faculty regarding classroom conduct and student learning; and 3) those learning products that are referenced by the School of Social Work as one aspect of the instructor's retention, tenure and promotion (RTP) process and the general education review process. Student learning products included in review processes will be modified in such a way as to safeguard the identity of the student(s) and the identity of his/her/their object of study.

Title IX: Confidentiality and Mandatory Reporting

Chico State instructor's responsibilities are to help create a safe learning environment for CSU, Chico students. It is the instructor's goal that a student feels able to share information related to life experiences in classroom discussions, in written work, and in one-on-one meetings. Instructors will seek to keep information a student shares private to the greatest extent possible. However, **instructors are required to share information regarding sexual misconduct with the University.**

Students may speak to someone confidentially by contacting the Counseling and Wellness Center (898-6345) or Safe Place (898-3030). Information about campus reporting obligations and other Title IX related resources are available here: www.csuchico.edu/title-ix

POLICIES AND PROCEDURES FOR ADDRESSING STUDENTS' GRADE APPEAL

The CSU, Chico School of Social Work follows the University Policy for Grade Appeal. Office of Student Judicial Affairs. Please see *EM 05-022 Student Grievance Procedures* in <http://www.csuchico.edu/prs/EMs/2005/05-010.shtml>

Policy on Academic Integrity

The School of Social Work strictly adheres to the CSU, Chico policy on Academic Integrity. It is important for students to understand the implication of cheating, Unauthorized Collaboration, Self-Plagiarism, and Misuse of Sources. Student will be referred to the Office of Judicial Affairs an incident of dishonesty. For specific information on this, see:

<http://www.csuchico.edu/prs/EMs/2004/04-036.shtml>

POLICIES AND PROCEDURES FOR ADDRESSING STUDENTS' ACADEMIC CONCERNS

The policies and procedures for addressing student academic performance concerns, including termination of a student's enrollment in the graduate level social work program involve use of one or more of the following mechanisms: 1) Informal Review; 2) Student Review Committee; 3) University policy for Addressing Graduate Students' Academic Performance Problems; and 4) the CSU, Chico Office of Student Judicial Affairs.

Informal Review of Academic Performance

The School of Social Work reviews student progress throughout the academic year. The Informal Review is initiated when any Faculty Member, Advisor, or Field Instructor expresses concern regarding a student's academic performance.

PROCESS	NOTES
<p>Initial meeting</p> <p>The initiating party meets with the student and communicates verbally the specific nature of the concern. Whenever possible, documentation regarding the concern should be provided.</p> <p>The student is informed that she/he may contact Student Judicial Affairs at any time during this process.</p>	<p><i>If the concern is resolved to the satisfaction of all parties involved, no further action is necessary.</i></p> <p>A note documenting the meeting contents and resolution is signed by the initiating party and student and is placed in the student's SWRK file within five (5) working days of the meeting.</p> <p>If the concern is not resolved, the student is referred to the Faculty Advisor (see 2 a & b).</p>
<p>Meeting with Faculty Advisor</p> <p>If the issue does not involve field and remains unresolved, the Faculty Member refers the matter to the student's Advisor who, <u>by ten (10) instructional days</u>, meets with the student to attempt a resolution.</p>	<p>It is the Advisor's responsibility to acquire relevant information regarding the matter by reviewing the student's record and consulting other personnel who have contact with the student.</p> <p>The Advisor summarizes information from the review</p>

	<p>of records and contacts and meets with the student, serving as a resource for the student and not as a mediator with other parties. An Action Plan is developed in coordination with the student.</p>
<p>Action Plan</p>	
<p>After meeting with the student, the Advisor meets with the student and the referring faculty member to develop an Action Plan to resolve the concern.</p> <p>The action plan is presented to the student in writing and is placed in the student's file in the School Office within five working days from the meeting with the student, referring faculty member and Advisor.</p>	<p><i>If the concern is resolved at this level no further action is necessary.</i></p> <p>If the issue of concern for the student's academic performance remains unresolved, the Advisor contacts the MSW Program Director to determine if the matter should be referred to the Student Review Committee.</p>

Formal Review of Academic Performance

<p>Step 1 – Student Review Committee⁶</p>	
<p>If this is determined to be the case, a faculty member, MSW Program Director, or Director of the School of Social Work may refer the matter to the Student Review Committee <u>by five (5) instructional days</u> and at the same time, communicates this action to the student and other parties involved.</p>	<p>A faculty member, MSW Program Director, or Director of the School of Social Work makes a written request to the Chair of the Student Review Committee, specifying the student’s performance that initiated the need for review and the corrective action taken to date.</p> <p>The person initiating the request may make a written request to the Committee Chair to cancel or discontinue the review process. If such a request is received, the Chair polls the members in a timely manner as to the appropriateness of the request.</p>
<p>Step 1a Student Review Committee Initial Notification</p>	<p>The Chair of the Student Review Committee forwards the request and supporting materials to the committee members, informing them that the committee will meet within one week to review the request.</p> <p>If the committee determines the request is legitimate, the student must be given written notification five instructional days before the review date.</p>

⁶ The Student Review Committee is a standing committee of three Faculty Members appointed by the Director of the School with the committee chair elected from its membership. Its purpose is to review students experiencing performance concerns that interfere with their ability to function successfully in the program. In cases where the Informal Review process does not resolve the problem, the Student Review Committee is the primary mechanism for resolution of the matter.

- Some examples of concerns warranting possible referral of a student to the Student Review Committee include:
- a. Student engages in behavior that is disrespectful of other students, instructors, practicum personnel and that disrupts the classroom, office or practicum, alienates self from others related to the program, results in repeated complaints and requires undue time from faculty, staff or practicum personnel.
 - b. Student displays attitudinal or unethical behaviors that question the student's fitness for the profession of social work.
 - c. Student displays attitudes or behaviors inconsistent with the values and ethics of the social work profession.
 - d. Student acts out unresolved personal issues the affect classroom behavior and/or relationships with colleagues, faculty or staff.
 - e. Student engages in behavior in or outside the classroom that is illegal, indicates a substance abuse problem, or interferes with the student’s ability to function in the program or with colleagues.
 - f. Student is placed on academic probation.
 - g. Student is terminated from Field practicum.
 - h. Student is placed on academic probation.

	<p>The student, student’s Advisor, MSW Program Director, Director of the School, and representative from CSU, Chico Student Judicial Affairs are notified in writing of the date, time and place of the review, and the alleged nature of the deficiencies in performance or conduct under review.</p> <p>Note: The CSU, Chico email is the official form of communication and notification.</p>
<p>Step 1b – Attendees and Participants at Student Review Committee</p>	<p>At the discretion of the committee, the person requesting the review may be present during the Student Review Committee review.</p> <p>The student has the right to present material on her/his behalf that challenges the allegations, including asking others to address the Student Review Committee on her/his behalf. The advocate may be a student or any other advocate save a licensed attorney.</p>
<p>Step 1c – Questioning Process</p>	<p>The student has the right to question anyone participating in the proceedings.</p>
<p>Step 1d – Student Review Committee Procedure</p>	<p>Call to order.</p> <p>Designation of a committee member to record the minutes of the meeting.</p> <p>Recording of attendees and their role in the proceeding (committee member, student, other faculty, and student’s invitees).</p> <p>Identification of the matter for discussion.</p> <p>Description of the known facts regarding the issue by a designated committee member.</p> <p>Student’s comments, explanations, challenges, evidence (if applicable).</p> <p>Comments of other attendees.</p>

	<p>Discussion with the goal of reaching concurrence on the nature of the difficulty and possible solutions including, possibly, dismissal from the School of Social Work.</p> <p>Informing student of the recommendation to be made to the Director of MSW Program. Recommendation may be further deliberations or a decision.</p> <p>Notification to student of date and location for securing a copy of the minutes as well as a written explanation that amendments to the minutes must be made within six weeks.</p> <p>Adjournment.</p> <p>Note: The designated Student Review Committee member records the proceedings and arranges for faculty attendees to receive copies.</p> <p>It is the student’s responsibility to obtain a copy, if desired, per above instructions.</p> <p>In addition, the secretary provides a copy of the committee’s recommendation to the MSW Program Director.</p> <p>A copy of the report is kept in the student’s file within the School of Social Work.</p>
<p>Step 1e – Determination of Action</p>	<p>The MSW Program Director makes a determination of the action to be taken, if any, and notifies the student by registered letter. Any action will be carried out by the MSW Program Director and, possibly, other interested parties in accordance with the terms of the decision.</p> <p>If the student agrees with this determination of action, the MSW Program Director’s recommendation is followed.</p> <p>If the student would like to appeal this decision, a rebuttal is sent to the Director of the School of Social Work within 5 working days.</p> <p>The Director of the School of Social Work will review all the documents and will make a determination of action, and notify the student by</p>

	registered mail within five (5) instructional days.
<p>Student Judicial Affairs</p> <p>If the issue remains unresolved, the student may request advice and guidance from Student Judicial Affairs.</p> <p>Note: Unresolved field practicum issues are referred to the Director of Field Education for further investigation and/or action.</p>	<p>Students wanting assistance in responding to a negative evaluation of their performance, dismissal, being placed on academic probation, or believe the School of Social Work faculty, staff, or administration have violated their rights, may enlist assistance from the Office of Student Judicial Affairs at any point in the process.</p> <p>The <u>formal grievance process</u> with Judicial Affairs may be initiated <u>only after all informal attempts</u> to resolve the problem have been made and found unsatisfactory in reaching a solution (see CSU, Chico Student Judicial Affairs)</p> <p>The student must file a request for a formal hearing with the Coordinator of Judicial Affairs within 30 instructional days after the problem has come to the student's attention. See EM 94-22, <i>The Student Grievance Procedures</i>.</p> <p>Note: Students who violate EM 96-38, the Code of Student Rights and Responsibilities, or the NASW Code of Ethics, may be referred to Student Judicial Affairs</p>

The Student Review Committee is the primary mechanism for resolution of the concerns listed previously. When the performance issue concerns a field practicum issue, the Student Review Committee will include the faculty field liaison, the practice course instructor, and the Director of Field Education. The committee will make a determination as to whether the student continues in the MSW program (see Field Handbook). If the committee feels that circumstances warrant the student being provided another opportunity to complete a field practicum, a Student Field Remediation Plan will be developed. If the committee recommends termination of the student from the program, the student may access the University's grievance process and contact Student Judicial Affairs to proceed with the established grievance process. In the interim, the student will not participate in a field practicum course.

LEGAL CHARGE OR CONVICTION OF MISDEMEANOR OR FELONY

Students considering an MSW who have been charged with or convicted of a felony should be aware of the following.

- As social workers, we believe people who have committed criminal acts in the past can change and rehabilitate themselves and become useful, productive and law abiding citizens of society and, by extension, well-qualified social workers. However, we also understand the need for agencies to protect their clients and their reputations by thoroughly investigating the criminal records of student interns and potential employees.
- As policy, some agencies are mandated by law to require a criminal background check on all employees, interns, and volunteers.
- The fact that persons have been convicted of a misdemeanor or felony will not preclude their acceptance or entry into a program offered by the School of Social Work. However, admission to a School of Social Work program does not guarantee graduation or acceptance by an agency for field practicum.
- Some state licensure laws for social workers ask whether the applicant has been charged with or convicted of a misdemeanor or a felony prior to allowing the applicant to sit for the licensure examination. The California Board of Behavioral Science Examiners (BBSE) requires applicants to report all misdemeanor and felony convictions on their application for the Licensed Clinical Social Work (LCS) license and requires a “complete explanation of the underlying circumstances, sufficient rehabilitation evidence, and a certified copy of the court documents.” In addition, the BBSE conducts a criminal background check with the U.S. Department of Justice and the FBI that includes a fingerprint analysis on all LCS applicants. <http://bbs.ca.gov/>

Applicants and students in this situation are strongly advised to consult with their program advisers, the MSW Program Director, the Director of Field Education, and/or the Director of the School. Having a criminal conviction on your record does not disqualify from all employment opportunities or licensure, but it is something to be aware of when applying for and entering our program.

SPECIALIZED TRAINING PROGRAMS

Title IV-E Child Welfare Training Program

The California State University, Chico, School of Social Work is a participant in the statewide Title IV-E Child Welfare Training Program. The primary goal this program is to professionalize child welfare services. This program provides education and student support to graduate (as well as undergraduate) students who are preparing for employment in public or tribal child welfare. The California Social Work Education Center (CalSWEC) provides California’s Title IV-E program with structure, guidance, support, and fiscal oversight. CalSWEC partners with the California Department of Social Services (CDSS) and other social work educators and practitioners across the state to develop a professional social service workforce to serve California’s diverse population.

CSU, Chico’s Title IV-E program offers monetary and/or support stipends for our Advanced Standing, Full-Time, and Part-Time/Distributed Learning MSW students. Detailed information about this program can be found on the School’s website:

<http://www.csuchico.edu/swrk/ive/index.shtml>

Mental Health Stipend Program

To address the growing need for MSWs in public mental health agencies, the Department of Mental Health (DMH) through the Mental Health Services Act (California Prop 63) offers a Mental Health Educational Stipend. The Mental Health Services Act provides for an annual stipend program to Schools of Social Work in California. One-year stipends are awarded to students in their final year of graduate social work programs. At the time the MSW Handbook was printed It was uncertain as to whether or not stipends would be available for the 2018-2019 academic year. If interested in this stipend, please check with the CSU, Chico School of Social Work after August 1, 2018 to see if they received stipend grants for full-time concentration year students dedicated to working in county public mental health agencies. Please see rules on stipend funding in Roles and Responsibilities of MSW Students in this handbook. Detailed information regarding this program can be found on the School's Website <http://www.csuchico.edu/swrk/mh/index.shtml>

Hartford Partnership Program In Aging Education (HPPAE): *Excellence In Serving Older Adults*

The School of Social Work was honored to have been awarded the John A. Hartford Foundation Partnership Program in Aging Education (HPPAE) grant for 2006-2009. This grant was administered by the New York Academy of Medicine. Since 2009, the HPPAE has been self- sustaining through partnership with the MH Stipend program, community agencies, and the Soroptimist's International of Chico *Aging and Gerontology Education (A.G.E.) Award*.

Through the HPPAE, Concentration year students in the Master of Social Work program at CSU, Chico participate in a year-long training in gerontology that centers on an internal or external rotation model for internships. In addition, students attend three specialized workshops per semester relevant to providing service to our rapidly growing population of older adults. The rotations and workshops provide students exposure to the challenges affecting social work with older adults ranging from legal, mental health, planning and advocacy, policy, wellness, and health promotion. Please refer to the School of Social Work Website, *Working with Older Adults*, for further information on the program, including the application process: <http://www.csuchico.edu/swrk/working-with-adults/hartford-partnership.shtml>

TECHNOLOGY AND DISTRIBUTED LEARNING

Because technology and computer use are an important part of your education at CSU Chico School of Social Work, we recommend that all students own computers. Every student will also need a web camera that is compatible with your computer, a microphone headset, and basic computer literacy skills. If you are a student in the Distributed Learning (DL) Program and have financial barriers that prevent you from purchasing this equipment, please contact the Distributed Learning Coordinator, Dr. Seema Sehrawat (ssherawat@csuchico.edu) to discuss if there are options to qualify for loaned equipment. For those who have applied for financial aid, please check with your financial aid counselor as there may be funds or allowances made for you to purchase the needed educational equipment.

All MSW students will need Internet access. A broadband/hi-speed connection is required for the best online education experience. If you have a dial-up or satellite connection, you can

optimize your experience by following the tips:

<http://www.csuchico.edu/itss/internet/index.shtml>

Computer

You may be purchasing a new computer for your MSW program. If you are interested, you can explore CSU, Chico's tech support recommendations:

<https://support.csuchico.edu/TDClient/KB/ArticleDet?ID=8727>

It is your choice if you want a desktop computer or a laptop computer. Many students prefer the option of a laptop as it can easily be brought to campus.

System Check of Your Computer

After you have identified the computer(s) that you will be using for your coursework, go to the Information Technology Support Services (ITSS) webpage:

<http://www.csuchico.edu/itss/index.shtml> and hover your mouse over "Online Education" in the index to the left of your screen. Click on "Blackboard System Check" this will conduct a system check on your computer to make sure you have all the plug-ins you will need to operate the learning management system. In addition to running this system check, please feel free to hunt around this website to locate additional technical information and resources that may be helpful to you.

As a CSU, Chico student, you qualify for some software for free or a reduced cost through the CSU, Chico Associated Students (AS) campus bookstore. This software is available after you obtain your student identification. There will be time during your orientation to visit the bookstore and purchase software if desired.

Email Policy

CSU, Chico email accounts are the officially recognized accounts for email communication between students and the University. Students are responsible for checking their WildcatMail regularly and ensuring that they are able to receive communications sent to their WildcatMail account.

Students can check their WildcatMail by logging in via the web: <http://webmail.csuchico.edu/> Alternatively, students have the option of setting their WildcatMail account to forward to an existing personal e-mail account: <http://www.csuchico.edu/itss/email/students/index.shtml>

When a student sets up email forwarding, a copy of the message will be saved in the student's WildcatMail inbox, as well as sent to the personal email account of the student's choosing. Having email lost as a result of redirection does not absolve the account holder from responsibilities associated with communication sent to their official email address. The university is not responsible for the handling of email by outside vendors or unofficial servers.

Other Ways to Check WildcatMail

Users who would like to use mail programs like Outlook, Outlook Express, Mac Mail, or Thunderbird to access their WildcatMail can use the e-mail client setup guides to set up their client to access WildcatMail: <http://www.csuchico.edu/itss/email/students/index.shtml>

Five Things to Remember When E-mailing a Professor⁷

1. Be Formal

Always use a proper salutation when emailing a professor — even if you know the professor

personally or professionally. Use “Dear” to begin the email and address him or her by the name you would use if speaking to the professor in person (Dear Dr. _____ or Dear Ms. _____). If you do address the professor by first name, still use “dear” to set up a respectful tone for the letter.

2. Specify

Specify who you are by first and last name, and specify which class you are taking before diving into the specifics. Professors often teach anywhere from two to six classes per semester and usually have hundreds of students to serve. State your name, the class you are taking and the course section (the professor might teach three sections of your course and will need to know which one you attend).

3. Be Thorough

Any time you send a message, you should have two things in mind: goal and audience. Your audience here is a professor, who is an authority figure. Your goal could be any number of things, from clarifying the reading assignment to asking for an extension. Whatever your goal may be, you’ll want to anticipate any questions the professor may have and incorporate the information into your message. For example:

Dear Professor Smith,

My name is John Green and I attend your ENC4214 section 9 course. I missed class on Tuesday and would like to find out the assignment for Thursday. The syllabus only lists a reading assignment, but I wanted to make sure nothing is due to hand in Thursday. Thank you for your help.

Sincerely, John Green

⁷ Adapted from: Megan Roth, USA TODAY College: Posted March 15th, 2012.

The example above shows that John indicated that he had already checked the syllabus. This saves time and allows the professor to simply respond, “Yes, there is a written assignment and it is _____” or “No, there is no written assignment,” knowing that John has already gone to the syllabus.

4. Be Kind

Professors are people, too. They have friends, families, hobbies and favorite foods. When you email a professor, remember that you are not writing to an entity, a building, or a computer — you are communicating with a real person. Be kind, be thankful and never come across as demanding. This can be accomplished with the “You Attitude,” a concept that asks you to consider yourself as the reader. What words or sentences would be off-putting? For example:

“Get back to me as soon as possible.” This sentence is demanding, pushy and gives a direct command — something you want to avoid. After all, you are communicating with a higher-up.

“Please advise me at your convenience.” This conveys respect and awareness. The professor is not a public servant and doesn’t need to do anything as soon as possible for you.

Using the “You Attitude” establishes goodwill and respect and increases the chances you will receive the help you need. It also won’t hurt to thank the professor at the end of the email, which establishes good rapport (see the example above).

5. Proofread

Perhaps the most important and final step, proofreading ensures that you come across as professional and caring. An email full of errors and faulty sentence structure is sure to enflame a busy professor. After all, if your writing is unclear, the reader has to work to understand what you want. Do the work on your end and make the message is clear and easy to read. For a short message, don't get fancy. Use simple syntax (subject-verb-object) and proofread for run-on sentences, misspellings and other errors.

6. Think Before You Click the "Send" Button

Before you send material, ask yourself, "did I say just what I mean? How will the person on the other end read the words?" While you cannot anticipate all reactions, do read over what you have written before you send it. You want to ensure that what you say is meaningful, thoughtful, and carefully crafted to accurately describe your perspective.

How to Navigate Blackboard Learn (BbLearn)

For many of us, the web-based platform for a course is a new frontier. The School of Social Work posts syllabi and course outlines on Blackboard Learn at the minimum. There may be learning or weekly modules, readings, handouts, PowerPoints, and other course material posted on Blackboard

Logging into Blackboard Learn (Bb Learn)

Blackboard Learn (BbLearn) is CSU, Chico's system for delivering online course content. For some courses, content may be delivered through BbLearn. You can access BbLearn through your portal account. There are a few ways to do this. We highly recommend you login using this link as it is s more direct and secure way to access BbLearn:

<https://learn.csuchico.edu/webapps/login/>.



CSU, CHICO

Blackboard

Sign in with your organizational account

OR

USERNAME

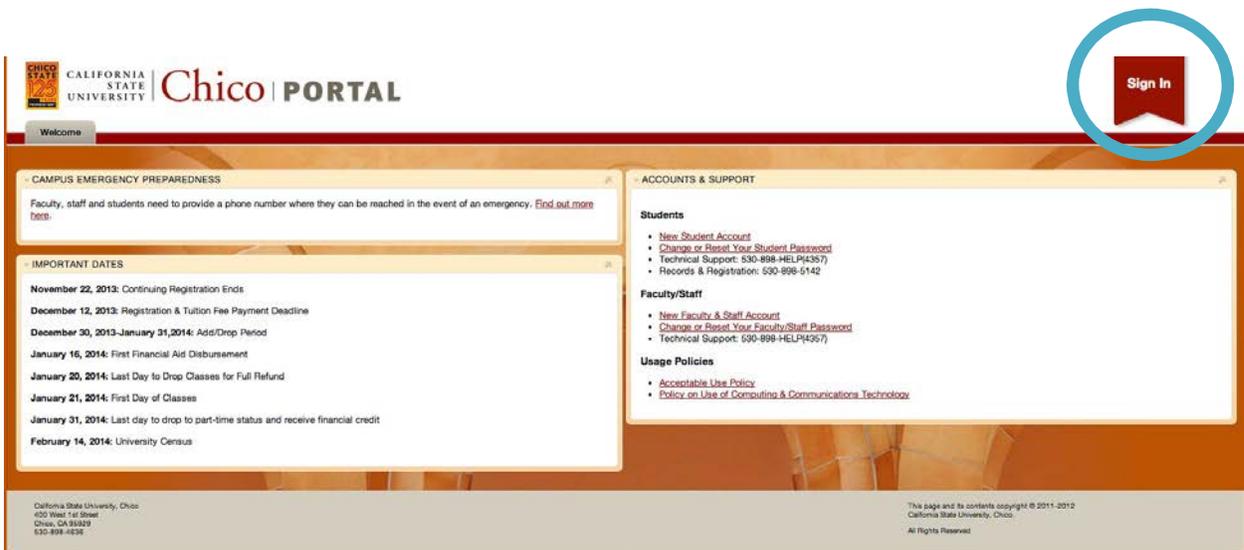
PASSWORD

Login

You can also begin at the www.csuchico.edu and click on the portal link at the top of the page.*
 *For your security and privacy, please note that when **logging out** of BbLearn as accessed through the Portal, you will need to log out of BbLearn and your Portal, especially if you are using a public shared computer.



Click on the “Sign In”



Enter your portal user name and password, then select the “login” icon. This will take you to your portal where you can access your Bb Learn courses under “My Course Resources” by clicking on the “Click here to access Blackboard Learn” link.

Blackboard Learn

Once into BbLearn, on the left of your screen you will see course announcements, a calendar, and a “what’s new” notification box. In the middle section, you will see the courses in which you are

enrolled and below that, any organizations/learning communities that you belong to. To the right of your screen, you will see a “To Do” list where you can set personal reminders of assignments, meetings, etc.

To access your course, look in the middle section in the box titled, “My BbLearn Courses” and click the link to the desired course. You will find the course syllabus and additional information from your instructor.

If you have difficulty accessing your portal account or BbLearn courses, you can access the ITSS website: <http://www.csuchico.edu/itss> where you can chat live with a technician, browse tutorials and receive general information about the technology needed to access your email and courses. ITSS can also be reached by email: itss@csuchico.edu or phone: 530-898-HELP (4357). They are located in the Meriam Library Room 142.

In addition to BbLearn, your instructors will also utilize Blackboard Collaborate and/or Zoom to support your learning. Blackboard Collaborate is a virtual meeting space where participants can communicate in real-time using audio, video, and text chat while instructors can share slides, conduct polls, administer quizzes, tour web sites, and share desktop applications.

Zoom

Zoom is Chico State’s video conferencing solution available to all students, faculty, and staff. Participants can share their audio, video, chat, and screens to deliver course content, provide advising to students, and work collaboratively on projects/assignments from a distance. Zoom is a vital component of the Distributed Learning Program. MSW students are scheduled for Monday evenings from 6:30 pm-8:30 pm. Please reserve this time in your schedule.

Students will use their Chico State username and password to sign in. Click [here](#) to join a meeting or to find more information about Zoom.

Distributed Learning Tips (for Online or Hybrid Courses)

In addition to the two face-to-face on-campus instruction weekends each semester, courses may have synchronous elements. On these occasions, the class will be meeting together at the same time, but from your home location. These dates and times will be negotiated by the instructor and class at the beginning of the course and will be mindful of work schedules.

In many ways, taking an online course is like taking a face-to-face course. Both feature a forum for you to learn and process knowledge. The professor directs you through activities, posts announcements, delivers lecture materials, responds to questions, and grades assignments.

The great benefit of being in an online course is that you can have direct, one-to-one communication with your professor and colleagues at any time, rather than only during class or office hours. *It is important to note that you will be expected to do the same amount of homework you would do in a face-to-face class.*

Distributed learning courses are flexible.

You can log on when it is convenient for you. However, it is important to note that there are deadlines and due dates that must be followed.

- You are responsible for securing assigned reading materials.

- You will need to contribute to discussions and reply to other students' comments.
- You will need to turn in assignments on time.
- Your presence in the course will be apparent only if you contribute to discussions and do the online assignments.

It is crucial that you keep up to date by reading and listening to all materials and posted comments before participating in the online discussions.

Please read the material below to ensure you feel prepared to begin your classes. It will be an exciting opportunity to learn relevant material, interact with interesting colleagues, and engage in unusual and thought-provoking activities.

Become acquainted with the BbLearn format.

Take time to review all the help files available. Spend some time just navigating your way through the class and making sure you can figure out what the buttons are for. If you are having difficulties following the tutorial, contact ITSS. Their contact information, in addition to being listed in this handbook, will be available on the home page of each course.

Log in at least three times per week.

For successful online learning, it is recommended that you log on **at least** three times a week (ex. Monday, Wednesday, Friday) to check for announcements and review online materials. How long you need to be online depends on the activities for that module. You must be responsible for keeping up with the workload so that you can be an active participant in online discussions.

Manage your time.

You will find that your time management skills will be critical in an online class. It is very easy to spend either too little or too much time on the class. Set designated blocks of time to work on the class. This will help you stay up with the assignments and with the interaction required for this course.

Planning is very important.

Unlike the situation in most face-to-face courses, where you can show up for class, listen to lectures, and perhaps not play an active role in the discussion, the assignments in online courses require your participation. It will be impossible to pass the course if you do not participate in the discussions and activities.

Keep up with reading and other homework in order to contribute meaningful, timely comments to the online discussions. Avoid falling behind by setting aside specific times each week for engaging in course participation activities, and stick to your schedule. Otherwise, you may find that you quickly fall behind in reading messages to which you need to respond. These can quickly become overwhelming in volume if you don't keep up with the reading.

Journals, Blogs or Wikis may be utilized to process your course learning. These will be built into your course if your instructor chooses to use those learning tools.

Discussion Questions may be used to address topics relevant to the course. These discussion questions provide an opportunity for interaction with your classmates, critical reflection on course content and an expansion on reading and lecture material. You will be asked to spend time generating and participating in discussions with the professor and the other students.

- Discussions, in which you will respond to other students' comments, play a central role in

the learning experience.

- Discussions must be in a reflective, meaningful and respectful manner.
- For example, a post such as “I agree, good point” would not be considered a substantive post
- A thoughtful reflection and communication regarding the subject matter would exhibit meaningful participation and integration of the course material.

Be mindful of the information shared in the postings. Some students may choose to share sensitive information about their professional or personal experiences. Special precautions will need to be taken in regards to confidentiality to ensure this is a respectful process.

Read/Listen to all material carefully.

Remember that you won't have all those non-verbal cues that you get in the physical classroom and neither will your professor. Also, your professor's role will be much less that of the distributor of information, and much more that of a guide or resource for you in facilitating discussions and exploring an area of knowledge.

It is often said that in Distributed Learning courses, the professor's role is less of a “Sage on the Stage” and more of a “Guide on the Side”. This implies a partnership of learning where you are responsible for learning the content and the professor will help you deepen and refine that knowledge.

Almost all your information will come in the form of words.

- Words on the screen help the professor "see" you much more clearly.
- The teaching style used in online courses may be different from the traditional college model.
- Taking a class online means you won't be sitting quietly in the classroom; participation is even more essential.

Don't read material just once.

Multiple reading and line-by-line reading are important to ensure you have a clear understanding of the assignments, discussions, and readings. It may be helpful to download or print out pages for reference and review away from the computer.

Communicate with your professor.

As always, effective communication is critical to success. It's even more important in the online environment because your professor can't see your frown or hear the question in your voice. Here, you'll be responsible for initiating more contact, for being persistent and vocal when you don't understand something. We want to make sure you understand and find this experience meaningful as well as enjoyable.

If you are confused, carefully re-read the assignment, the discussion board, and the announcements as your question(s) may be answered there. If not, and you think this is a group question, post it on the discussion board. If you have a question, it's quite likely there are others with the same question.

- The professor will be available for phone contact during stated office hours and will be checking questions and discussions periodically through each week.
- As much as your professor will try to be prompt in answering questions, do not expect instantaneous responses to your queries.

- If you wish a direct answer from your professor, email your question (using the email function within BbLearn) in a clear fashion. You will save time, and both you and your faculty field liaisons will know better what you intend.
- Feel free to ask about course content, course procedure and evaluation that may seem unclear in the posted material.

Participate

In the online environment, it is not enough to show up! We need to hear your voice to feel your presence, and we especially need your comments which add to the information, the shared learning experience, and the sense of community in the class.

Look at the syllabus to see when assignments are due and when modules begin and end.

Courses typically have a very explicit schedule that tells you when you need to be online for different assignments. For example, you may have a class discussion for which you will need to submit an initial comment on a Monday and then respond to another student's comment on Tuesday. Requirements of this kind will be spelled out in the respective assignment or discussion. Note: If you are not an active participant in the online portion of your courses, you will not successfully master the class material, and there is a high probability that you will not receive credit for the course.

Understand confidentiality.

Learning products or discussions associated with the class will be treated as privileged. As such, they will not be shared beyond the classroom, with three exceptions:

1. Discussions that indicate the likely endangerment or the compromising of the well-being of enrollees or specific persons identified as being targeted for such activity
2. Discussions related to consultation with faculty regarding classroom conduct and student learning
3. Learning products that are referenced by the School of Social Work as one aspect of the instructor's retention, tenure, and promotion (RTP) process and the general education review process.

Student learning products included in review processes will be modified in such a way as to safeguard the identity of the student(s) and the identity of his/her/their object of study. For example, when referencing professional experiences do not use your client's or agency's name. Keep it specific enough to capture the essence of the case, but general enough as to safeguard the confidentiality of your client and/or agency.

Because a course may be delivered in an online format, it is critical to be mindful of legal and ethical issues around confidentiality. Remember to log off your class/Bb Learn when you leave your computer. Information discussed in courses will be held to the same standards of confidentiality as an on-campus course. You will be responsible for taking precautions that the information shared in courses is protected from any breach of confidentiality.

Library ReSEARCH For Off Campus Users

How to Access the Library's Restricted Research Databases

Click here to remotely access our restricted research databases:

<http://library.csuchico.edu/connecting-off-campus> Current CSU, Chico, students, staff, faculty, and emeritus faculty can access the Meriam Library's restricted databases from their homes, or any other remote location.

To access databases from off campus, go to the research databases: <http://www.csuchico.edu/lref/dbaz.html> via the Library ReSEARCH Station:

<http://www.csuchico.edu/library/>

When you select a database, you will be asked for your CSU, Chico Portal username and password.

If you don't have a portal account, if it's not working, or if you encounter difficulty, please review "Your Portal Account" information:

<http://www.csuchico.edu/step/portal/> or call (530)

898-4357. *Note:* the Chico Password Station:

<http://password.csuchico.edu/> manages faculty and staff account passwords and security.

CSU, Chico - Meriam Library
Remote Access from Off Campus

Remote access to this database is restricted to current CSU, Chico students, staff & faculty. Please enter your CSU, Chico portal credentials below.

Portal Username:

Portal Password:

WARNING: The abuse of CSU, Chico licensed resources by such means as systematic downloading violates the university's [policy on use of computing and communications technology](#), jeopardizes Chico's future access to resources, and is prohibited.

[Portal account help](#) | Support: 530-898-4357

[Meriam Library ReSEARCH Station](#)

Proxy Login Page

Information and Assistance: 530-898-5833 (voice) / links to 24/7 online chat reference, Instant Message reference service and email reference available at <http://www.csuchico.edu/library/>

The Self-Guided Library Tool: <http://www.csuchico.edu/lins/tours/> will give you a physical layout of the library which may be helpful for the times you are on campus. Library hours vary by day and service you need, you can check the library hours:

<http://www.csuchico.edu/library/libhours.html> for current information on hours of operation.

MASTER OF SOCIAL WORKER CLUB STUDENT ASSOCIATION (AS)

The MSW AS Social Work Club (MSWAS) is an official campus organization for CSU, Chico MSW students. Participation in the MSWAS provides opportunities for those interested in volunteer activities on campus and in the community in a variety of settings to develop and strengthen the skills and knowledge as professional social workers. As you will hear from any graduate school or employer, hands-on experience above and beyond your field experience is a valuable asset.

The mission of the MSW AS Social Work Club includes the following objectives:

- ✓ to act as activists for social change in our community at CSU, Chico and our surrounding communities;
- ✓ to advocate for student educational concerns and issues;
- ✓ to be group facilitators for projects, volunteer opportunities, and related educational experiences;
- ✓ to promote professional identity as a social worker;
- ✓ to provide public speakers on issues of interest and concern; and finally, to foster a sense

of community within the School of Social Work to include students and faculty.

Those interested in more information on MSWAS should contact one of the members or leave a message in the organization's mailbox. Meetings for the fall semester will be scheduled over the summer. For further information contact one of the officers.

STUDENT PARTICIPATION ON SCHOOL OF SOCIAL WORK COMMITTEES

In addition to participation through the SASW, there are several standing committees with student representation. Students will be provided an application in the beginning of the fall semester if they wish to attend these meetings in an advisory capacity representing the student body. The application will then be provided to the Faculty Chair of the committee requested. The Chair will contact the student directly regarding attending the meetings.

Assessment Committee is charged with developing and regularly monitoring the policies and procedures for assessing the BA and MSW curricula and their respective courses and student outcomes.

Curriculum Committees of the School of Social Work develop, monitor, and review all matters of their respective curricula. These committees review the curricula in relation to CSWE Accreditation Standards, CSU, Chico standards, and the objectives of the School of Social Work, the College of Behavioral and Social Sciences, and the needs of its constituents. A student Advisory Committee is a subcommittee of the Curriculum Committee that brings curricula discussion to those students who are interested in the program, but are not able to meet during the times that the Curriculum Committee meets.

Field Education Advisory Committee advises the director of Field Education on the internship component of the major regarding course curriculum content, seminars for Agency Field Instructors, SSWAB membership, and revision of the SSWAB Constitution and Bylaws

School of Social Work Advisory Board (SSWAB) is a vehicle for community involvement in the School of Social Work. It is an opportunity for members of community organizations to discuss and give input on issues such as course curriculum content, seminars for Agency Field Instructors, SSWAB membership, and revision of the SSWAB Constitution and Bylaws.

Recruitment Committee develops recruitment materials and participates in recruitment activities at high schools, community colleges, universities, and community and professional events. The committee provides an opportunity to publicize the MSW program for prospective students, school advisers, and agency personnel.

Title IV-E Advisory Board advises and gives input to the IV-E program regarding Child Welfare curriculum and training needs, as well as internships and best practices in the Child Welfare Field. The board is an opportunity for agency partners in the Child Welfare community and the Training Academy to meet and discuss the needs of the students at the university and their training needs as they transition to employment. The IV-E student representative serves as a member of the Advisory Board.

FORMATION LINKS**Social Work Education**

Association of Social Work Baccalaureate Program Directors: <http://www.bpdonline.org>

Association of Latino Social Work Educators: <http://allsw.org/>

Association for Community Organization and Social Administration:
<http://www.acosa.org/joomla/>

Student Grievance Procedures EM 05-010

<http://www.csuchico.edu/prs/EMs/2005/05-010.shtml>

Code of Student Rights and Responsibilities EM 08-040

<http://www.csuchico.edu/prs/EMs/2008/08-040.shtml>

Campus Alcohol Policy EM 99-11

<http://www.csuchico.edu/pres/em/2018/18-009.shtml>

Policy on Academic Integrity and the Establishment of the Council for Promoting Academic Integrity EM 18-011

<http://www.csuchico.edu/pres/em/2018/18-011.shtml>

Discrimination, Harassment, and Retaliation Policy EM 15-012

<http://www.csuchico.edu/pres/em/2015/15-012.shtml>

Policy on Campus Behavior and Violence Prevention EM 12-025

<http://www.csuchico.edu/prs/EMs/2012/12-025.shtml>

Policy on Use of Computing and Communications Technology EM 07-001

<http://www.csuchico.edu/pres/em/2007/07-001.shtml>

System-wide Policy Prohibiting Harassment in Employment and Retaliation for Reporting Harassment or Participation in a Harassment Investigation

<https://www.calstate.edu/eo/EO-1097-rev-10-5-16.html>

Policy on Commitment to Vietnam Era Veterans and Veterans with Disabilities

<http://www.csuchico.edu/va/index.shtml>

Human Subjects in Research

<http://www.csuchico.edu/prs/EMs/1993/93-004.shtml>

Policy on Sexual Harassment

EM 12-043 (Discrimination, Harassment, and Retaliation Policy)

<http://www.csuchico.edu/prs/EMs/2012/12-043.shtml>

Student Grievance Procedures EM 94-22

<http://www.csuchico.edu/prs/EMs/1994/94-022.shtml>

Student Rights EM 08-040

<http://www.csuchico.edu/prs/EMs/2008/08-040.shtml>



NASW Code of Ethics

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

NATIONAL ASSOCIATION OF SOCIAL WORKERS (NASW)

The National Association of Social Workers, established in 1955, is the pre-eminent professional organization, and currently has more than 153,000 members nationwide. We encourage student membership in NASW. As a student, your fee is greatly reduced, and this rate continues for one year after graduation. As a member, you will receive the national and state newsletters that publish job vacancies and articles on contemporary issues and concerns. You also would receive *Social Work*, a scholarly and professional journal. Many students also attend NASW state and/or national conferences for learning and networking.



COUNCIL ON SOCIAL WORK EDUCATION

Educational Policy and Accreditation Standards

http://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx

COUNCIL ON SOCIAL WORK EDUCATION (CSWE)

Part of the CSWE's mission is to ensure educational preparation of baccalaureate and master's level social work professionals who are competent at and committed to addressing complex human service needs. The Council's Commission on Accreditation (COA) is responsible for developing accreditation standards that define competent preparation and for ensuring that social work programs meet them. In accordance with the requirements of the Council's recognition body, the Council for Higher Education Accreditation, the CSWE Division of Standards and Accreditation (DOSA) administers a multi-step accreditation process that involves program self- studies, site visits, and COA reviews. Students are expected to be familiar with the educational policies and standards set forth in the *CSWE Educational Policy and Accreditation Standards* (EPAS) located in the Appendices of this handbook. Additional information regarding CSWE, including the Annual Program Meeting (APM conference), can be accessed at the following website: <http://www.cswe.org>