

STUDENT HANDBOOK

for

BSW Program

2019 - 2020



School of Social Work
Butte Hall, Room 511
College of Behavioral and Social Sciences
California State University, Chico
Chico, CA 95929-0550
Phone: 530-898-6204

Revised: 5/23//19 jcf

Contents

Preface.....	3
Introduction.....	3
Social Work Education.....	4
School Mission and Baccalaureate Goals and Objectives.....	4
The Bachelor of Arts in Social Work (BSW).....	4
Professional Sequence Admissions Policy.....	4
Service Learning.....	6
Traditional BSW Professional Sequence.....	6
Two & Three-Year BSW Distributed Learning Professional Sequences.....	8
Professional Standards and Disqualification.....	9
Program Description.....	10
Career Outlook.....	10
Roles, Rights and Responsibilities of Social Work Students.....	11
Academic Regulations for BSW Students.....	12
Electives Requirement.....	12
Grading Requirement.....	12
Advising Requirement.....	12
Honors in the Major.....	12
BASW Title IV-E Stipend Program.....	13
School of Social Work Policies.....	14
Standards of Professional Conduct.....	15
Policies and Procedures for Addressing Students' Academic Concerns.....	15
Technology and Distributed Learning.....	21
Student Association of Social Workers.....	28
Other Opportunities and Resources.....	29
Social Work Course Offerings.....	29
Standards for Syllabi.....	30
CSU, Chico University Policies & Information Links.....	32

PREFACE

Welcome to the California State University, Chico School of Social Work!

You are entering an exciting field of study and practice with countless career possibilities. Social Work is unique in its emphasis on social justice and work with the most vulnerable populations. The Bachelors of Social Work (BSW), which is accredited by the Council on Social Work Education (CSWE), prepares you for beginning professional generalist social work practice. A generalist approach requires that social workers have a foundation of knowledge and skills to access, analyze, plan, evaluate, and treat clients from diverse backgrounds in various settings and systems. This degree will enable you to work in many different settings such as health care, rehabilitation, criminal justice, schools, government agencies, mental health, child and adult protective services, counseling, and many others. We are proud to have a faculty with extensive experience in many different practice areas. CSU, Chico School of Social Work faculty members are eager to talk with students about their own social work experiences and to offer mentoring and support.

The [Student Association of Social Workers](#) (SASW) is your organization – it is a primary means for social work students who are interested in enhancing their education through activities on and off campus to address their interests. All social work majors are automatically members. SASW officers are elected by the students each Spring semester. SASW can provide wonderful opportunities to meet others and to address community issues and organizations. In the past, SASW has been involved in projects with domestic violence, older adults, fundraisers for needy families, attending social work conferences, and bringing guest speakers to campus. SASW has also organized social activities for social work majors, including graduate students and faculty.

The BSW Director serves as the advisor for all Social Work undergraduates until their acceptance into the “Professional Sequence” in November of the junior year. Once accepted, the junior-level BSW students are assigned to individual faculty advisors who provide students with individual advising and direction throughout the three Professional Sequence semesters of their BSW experience. The faculty and staff look forward to working with you to ensure an enjoyable and rewarding educational experience.

Vincent Ornelas, MSW, PhD
BSW Director
School of Social Work
California State University, Chico

Introduction

This BSW Student Handbook has been prepared to inform you about the School’s policies, procedures, and provide information regarding the program. It is important that you become familiar with the contents of the Handbook, as it will give you an overview of what to expect throughout your time in the program. It may save you considerable time and difficulty if you know this information from the beginning.

The School of Social Work is housed within the College of Behavioral and Social Sciences and, therefore, is also subject to the policies and procedures of that body as well as the University. To make yourself aware of those requirements, please become familiar with the University Catalog.

As the policies and procedures of the School of Social Work are constantly under review and revision, please stay in close communication with the Program personnel. [The School of Social Work website](#) is updated regularly and will give you the most current version of policies and procedures, as well as other valuable information. Your faculty advisor is also an important source of information.

Social Work Education

Formalized social work education began in 1898 with a professional training program in New York. By the early 20th century, social workers organized several professional organizations. There are three professional levels of social workers in the U.S. today: baccalaureate degree (BSW), master's degree (MSW), and doctorate (PhD or DSW). In California, many students graduating with MSW degrees plan to work towards licensure and completion of Licensed Clinical Social Worker (LCSW) requirements. The LCSW is administered through the State Board of Behavioral Examiners. Requirements for LCSW include a minimum of two years of post-MSW supervised clinical practice, as well as successful completion of the state licensing examinations.

The Council on Social Work Education (CSWE) is the professional education organization that monitors and accredits undergraduate and graduate social work programs in the U.S. The CSWE establishes the required body of knowledge that social workers must acquire (See Appendix). An ethical code of conduct has been established by the National Association of Social Workers (NASW) called the NASW Code of Ethics. A code of conduct, established educational standards, state regulations, and licensing establishes social work as a profession opposed to merely a job or occupation (See Appendix).

School Mission and Baccalaureate 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.

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.
3. Affirm the value of soliciting, incorporating, and respecting human diversity into all aspects of our educational experiences, our profession, and our personal lives as ways to enrich our total life experience individually and collectively as members of a diverse world community.

The Bachelor of Arts in Social Work (BSW)

Professional Sequence Admissions Policy

Any student admitted to CSU, Chico may specify “**Pre-Social Work**” or “**Pre-Social Work DL (Distributed Learning)**” as their major. Actual admission to the program or “Professional Sequence” occurs in Fall semester of the Junior year. Admissions Policy for the BSW degree program applies to all prospective majors. The BA in

Social Work is the entry level professional degree. Therefore, it is important that you complete the liberal arts base, the Social Work Prerequisites and Core listed below before Professional Sequence I, and regularly meet with the BSW Director or your advisor.

All BSW Professional Sequence Application information can be found by [visiting our website](#).

Professional Sequence Applications will be available on the SWRK website in early August. It will be due by mid September. Specific dates will be listed on the School of Social Work BSW Application webpage. Delays in submission may result in postponement of entering the Professional Sequence. The BSW Director is only responsible for evaluating the transferability of social work prerequisites not listed on the articulation agreements between CSU, Chico and other units of the California State University, the University of California, and the California Community Colleges system. Please meet with [Academic Advising](#) regarding the transferability of other courses.

Many undergraduates who desire to major in Social Work are accepted into the program; however, admission may be delayed or discouraged in the event of potential conflicts with the NASW Code of Ethics, academic standing, and/or other concerns. Students and potential students should become familiar with the Code of Ethics, including but not limited to the six sets of standards specifically delineating the social worker's ethical responsibilities to: 1) clients, 2) colleagues, 3) practice settings, 4) as professionals, 5) the social work profession, and 6) to the broader society. Students unable to focus on their academic or field performance will be encouraged to resolve physical, psychological, legal, or social problems prior to progressing in the program. For some students, this may require delays in graduation and/or completion of the Social Work Professional Sequence.

We are committed to your success. Many resources are available to assure your success in our program, including the Student Counseling and Wellness Center, Health Services, and the Accessibility Resource Center. Please help us to support your achievements by maintaining frequent contact with your instructors, the BSW Director, and/or your undergraduate advisor, asking for help and/or information when you need it, and by helping to create a community of mutual respect and collaboration with your student colleagues and faculty.

Total Course Requirements for the Bachelor's Degree: 120 units

See "Requirements for the Bachelor's Degree" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the SWRK major, must be upper division.

General Education Requirements: 48 units

See "General Education Requirements: in the University Catalog for the most current information on General Education requirements. Many of the course requirements below may also be applied toward General Education. The 9-unit Upper Division Theme requirement, included within the 48-unit GE requirement, may NOT be taken until you have completed 45 semester units and GE core requirements. Complete all nine-units within one theme. A complete description of the GE requirements for graduation can be found in the catalog and online.

Cultural Diversity Course Requirements: 6 units

See "Cultural Diversity" in the University Catalog. Most courses used to satisfy these requirements may also apply to General Education. SWRK 200 is designated as an U.S. Diversity course.

United States History, Constitution and American Ideals Requirement: 6 units

See "United States History, Constitution, and American Ideals Requirements" in the University Catalog. Courses used to satisfy this requirement do not apply to General Education. This requirement must be completed prior to entering the senior year in the major.

Literacy Requirement

See “Mathematics and Writing Requirements” in the University Catalog. Writing proficiency in the major is a graduation requirement and may be demonstrated through satisfactory completion of a course in your major which has been designated as the Writing Proficiency (WP) course for the semester in which you take the course. Students who earn below a C are required to repeat the course (see University Repeat Policy at the end of this handbook) and earn a C or better to receive WP credit. See the Class Schedule for the designated WP courses for each semester. A grade of C or better in ENGL 001 (or its equivalent) is required before admission to a Writing Assessment requirement (W) course. SWRK 435 and SWRK 445 are the approved Writing Assessment requirement (W) courses in this major.

Course Requirements for the Major: 61 -62 units

The following courses, or their approved transfer equivalents, are required of all candidates for this degree.

*Note: In keeping with CSWE (Council on Social Work Education) policies and our own program philosophy, the School of Social Work does not grant social work course credit for previous experience, employment, or volunteer experience.

NOTE: A maximum of 15 units of internship (courses numbered 189, 289, 389, and 489) may be applied to a bachelor’s degree at CSU, Chico. Social Work practicum (field internships in community agencies) courses expend 10 of those units.

Social Work Prerequisites & Social Work Core: 24-25 units

The following courses must be completed before taking any courses from the professional sequence in the spring semester of the junior year (Semester I). **Passed all Core courses with a minimum of a C (overall GPA must be 2.5 or higher) prior to enrolling in Professional Sequence I courses in the Spring semester.**

Social Work Prerequisite Courses (15-17 units) Courses must be completed before the beginning of the Fall semester of Junior Year	Units
BIOL 103/104 Human Anatomy/Physiology (Area B2)	3-4 units
ECON 101 Intro. to Econ or 102 Prin of Macro (Area D2) or 103 Prin of Micro (Area D1)	3 units
MATH 105 Statistics (Area A4)	3-4 units
PSY 101 Principles of Psychology (Area E)	3 units
SOCI 100 Intro to Sociology (Area D1)	3 units
Social Work Core Courses (9 units) Courses must be completed by the end of the Fall semester of Junior Year	Units
SWRK 170 Social Welfare Institutions (Area D1)	3 units
SWRK 200 Diversity and Social Justice (US Diversity)	3 units
SWRK 202 Human Behavior Across the Lifespan	3 units

Service Learning

Social Work programs, including our programs at CSU, Chico, have a strong emphasis on “field placements” or experiential learning in community organizations. These placements give students opportunities to learn about work with different populations and settings, as well as provide a valuable contribution to the community.

“Service Learning” in our program begins in SWRK 170. SWRK 170 requires 10 hours of service learning over the course of the semester. During the senior year, students spend sixteen hours a week in a structured field placement for the entire year.

Traditional BSW Professional Sequence

The traditional social work program at CSU, Chico involves a sequence of courses that must be completed in a specific order. Because the Professional Sequence courses are offered only one semester each academic year, it is essential that you become familiar with the Professional Sequence and plan accordingly.

California State University, Chico School of Social Work Bachelor of Social Work (BSW) Course Plan		Fall 2019 www.csuchico.edu/swrk		
Social Work Prerequisite Courses		Grade/Units	Planned Semester/Year	Course completed at (college/semester/year)
BIOL 103 or BIOL 104 Human Anatomy/Physiology (Area B2)				
ECON 101 or ECON 102 or ECON 103 Intro to Economics, Microeconomics, or Macroeconomics (Area D2 or D1)				
MATH 105 Statistics (Area A4)				
PSYC 101 Principles of Psychology (Area E)				
SOC 100 Intro to Sociology (Area D1)				
Social Work Core Courses		Grade/Units	Planned Semester/Year	Course completed at (college/semester/year)
SWRK 170 Social Welfare Institutions (Area D1)				
SWRK 200 Diversity & Social Justice (US Diversity)				
SWRK 202 Human Behavior Across the Lifespan				
Application for admittance into the BSW Professional Sequence:				
<p>To become a Social Work Major and to begin Professional Sequence Courses, students must submit a BSW Professional Sequence Application. This is a competitive application process. You are able to apply if:</p> <ul style="list-style-type: none"> You reside within the 18 Northern California Counties, or you have 60 transferrable units from a Community College which serves our Region (see next page), and You have a qualifying cumulative GPA (grade point average), and You have passed the 5 Social Work Prerequisite Courses by the Summer semester, with a grade C or better, and You have passed the 3 Social Work Core Courses by the Fall semester with a grade C or better, or are currently enrolled in these courses during the Fall semester <p>The BSW Professional Sequence Application process opens August 1st, and closes September 15th. Applicants will be informed of admission decisions mid-November. Please visit our website for all other application information.</p>				
Fall	Core Courses	Spring	Professional Sequence I	
SWRK 170	Social Welfare Institutions	SWRK 303	Human Behavior & the Social Environment	
SWRK 200	Diversity & Social Justice	SWRK 325	Basic Skills in Social Work Practice	
SWRK 202	Human Behavior Across the Lifespan	SWRK 330	Social Work Research Methods	
	<i>(Elective or GE Pathway Course)</i>		<i>(Elective or GE Pathway Course)</i>	
Fall	Professional Sequence II	Spring	Professional Sequence III	
SWRK 435	Social Work Methods I	SWRK 305	Community & Organizational Change	
SWRK 485	Social Welfare, Programs, & Services	SWRK 445	Social Work Methods II	
SWRK 489A	Social Work Practicum I	SWRK 489B	Social Work Practicum II	
SWRK 490A	Seminar for Practicum I	SWRK 490B	Seminar for Practicum II	
Required - Please choose one Elective course:				
SWRK 320 Child Welfare	SWRK 474 Policy & Programs for Older Adults	SWRK 478 Mental Health Wellness & Recovery	SWRK 481 Law & Disadvantaged Persons	

In the event a) you drop, b) do not receive at least a grade of C in Social Work Core courses including prerequisite courses, or c) take an incomplete in any Social Work course, you may be ineligible to progress to the Professional Sequence. Contact the BSW Director (and BSW DL Coordinator, if you are a Distributed Learning Student) immediately to develop an alternative academic plan.

Three-Year and Two-Year Distributed Learning Professional Sequences

The BSW Distributed Learning Program provides the same curriculum as the Traditional BSW Program except it is delivered in a distributed educational format. It must be taken in sequence. [The Distributed Learning Program is three years or two years](#), and consists of Fall, Spring and Summer semesters. It contains two-three weekend face-to-face class sessions each semester on the CSU, Chico campus. As in the Traditional Program, the Bachelor's Degree requires 120 units of course work and 480 hours of field education practicum experience. In addition to the social work courses, you will need to complete the required upper-division general education coursework as outlined by the University Catalog.

Distributed Learning Program students are required to attend a mandatory orientation during the fall semester.

The BSW Distributed Learning 3-Year and 2-Year Face-to-Face [Calendar](#) can be found on our School of Social Work website.

Two-Year BSW DL PROFESSIONAL SEQUENCE COURSE PLAN

(O) = 100% Online; (H) = Hybrid, mostly online with some face-to-face time required; (F) = Field Placement

1 st Year FALL SEMESTER (9-18 units)	1 st Year SPRING SEMESTER (10 units)
Pre-SWRK BSW Program Orientation (MANDATORY) <i>Social Work Core</i> (I) SWRK 170: Social Welfare Institutions ^{(3)(O)} (II) SWRK 200: Diversity and Social Justice ^{(3)(H)} (III) SWRK 202: Human Behaviors Across the Lifespan ^{(3)(O)} (IV) Upper Division or GE Pathway Course ^{(3)(O)} (V) Upper Division or GE Pathway Course ^{(3)(O)} (VI) Upper Division or GE Pathway Course ^{(3)(O)}	(I) SWRK 303: Human Behavior & the Social Environment ^{(3)(O)} (II) SWRK 325: Basic Skills in Social Work ^{(3)(O)} (III) SWRK 330: Social Work Research Methods ^{(4)(H)}
Apply to the Professional Sequence	Apply for Graduation

All BSW students must pass prerequisites with a "C grade" or higher in order to move into the Professional Sequence.

1 st Year SUMMER SEMESTER (6 units)
(I) SWRK 305: Community Practice ^{(3)(H)} (II) SWRK 485: Social Welfare Policy, Programs, & Services ^{(3)(H)}

**Only ONE Social Work Elective is required and can be taken in either the fall or spring semester.*

There are 3 options listed above for each focus area: (1) Families, Children and Youth Services, (2) Gerontology, and (3) Mental Health

2 nd Year FALL SEMESTER (12-15 units)	2 nd Year SPRING SEMESTER (12-15 units)
(I) SWRK 435: Social Work Methods I ^{(3)(H)} (II) SWRK 489A: Social Work Practicum I ^{(5)(F)} (III) SWRK 490A: Seminar for Practicum I ^{(1)(H)}	(I) SWRK 445: Social Work Methods II ^{(3)(H)} [CAPSTONE] (II) SWRK 489B: Social Work Practicum II ^{(5)(F)} (III) SWRK 490B: Seminar for Practicum II ^{(2)(H)}
Electives*: (IV) SWRK 320: Child Welfare ^{(3)(O)} (OR) (IV) SWRK 474: Policy & Programs for Older Adults ^{(3)(O)} (OR) (IV) SWRK 478: Mental Health Wellness & Recovery ^{(3)(O)}	Electives*: (IV) SWRK 320: Child Welfare ^{(3)(O)} (OR) (IV) SWRK 474: Policy & Programs for Older Adults ^{(3)(O)}

Three-Year BSW DL PROFESSIONAL SEQUENCE COURSE PLAN

(O) = 100% Online; (H) = Hybrid, mostly online with some face-to-face time required; (F) = Field Placement

1 st Year FALL SEMESTER (9 units)	1 st Year SPRING SEMESTER (6 units)
Pre-SWRK BSW Program Orientation (MANDATORY) <i>Social Work Core</i> (I) SWRK 170: Social Welfare Institutions ^{(3)(O)} (II) SWRK 200: Diversity & Social Justice ^{(3)(H)} (III) SWRK 202: Human Behaviors Across the Lifespan ^{(3)(O)} Apply to the SWRK Professional Sequence	(I) SWRK 303: Human Behavior & the Social Environment ^{(3)(O)} (II) SWRK 325: Basic Skills in Social Work ^{(3)(H)}

*All BSW students must pass prerequisites with a "C grade" or higher in order to move into the Professional Sequence.
It is recommended that Upper Division Courses (UD-B, UD-C, UD-D) be completed by the beginning of the 3rd year*

1 st Year SUMMER SEMESTER (6 units)
(I) SWRK 305: Community Practice ^{(3)(H)} (II) SWRK 485: Social Welfare Policy, Programs, & Services ^{(3)(H)}

2 nd Year FALL (6 units)	2 nd Year SPRING (7 units)
(I) Upper Division or GE Pathway Course ^{(3)(O)} (II) Upper Division or GE Pathway Course ^{(3)(O)}	(I) SWRK 330: Social Work Research Methods ^{(4)(H)} Apply for Graduation

**Only ONE Social Work Elective is required and can be taken in either the fall or spring semester.*

There are 3 options listed above for each focus area: (1) Families, Children and Youth Services, (2) Gerontology, and (3) Mental Health

3 rd Year FALL SEMESTER (9-12 units)	3 rd Year SPRING SEMESTER (9-12 units)
(I) Upper Division or GE Pathway Course ^{(3)(O)} (II) SWRK 435: Social Work Methods ^{(3)(H)} (III) SWRK 489A: Social Work Practicum I ^{(5)(F)} (IV) SWRK 490A: Seminar for Practicum I ^{(1)(H)}	(I) SWRK 445: Social Work Methods II ^{(3)(H)} [CAPSTONE] (II) SWRK 489B: Social Work Practicum II ^{(5)(F)} (III) SWRK 490B: Seminar for Practicum II ^{(1)(H)}
Electives*: (V) SWRK 320: Child Welfare ^{(3)(O)} (OR) (V) SWRK 474: Policy & Programs for Older Adults ^{(3)(O)} (OR) (V) SWRK 478: Mental Health Wellness & Recovery ^{(3)(O)}	Electives*: (IV) SWRK 320: Child Welfare ^{(3)(O)} (OR) (IV) SWRK 474: Policy & Programs for Older Adults ^{(3)(O)}

Professional Standards and Disqualification

The social work degree signifies readiness to begin professional work in positions requiring trust and high ethical standards. You are expected to meet the ethical and professional standards set by the profession and the practicum agencies. Should it be determined you do not meet such standards, you can be dropped from the practicum and all co-requisite social work courses and thus, be prevented from completing the social work major. Disqualification occurs in extremely rare situations, usually involving a referral to Student Review Committee and/or Field Committee. Frequently, students are advised to take immediate action to remedy problems, including but not limited to slowing down completion of the degree to attend to personal problems and/or repeat courses (see University Repeat Policy at the end of this handbook).

The professional standards include the following:

1. Honoring the NASW Code of Ethics of the social work profession; this includes not allowing your own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties impair your judgment or performance;
2. Being found acceptable and receiving at least a minimum satisfactory evaluation by practicum agencies;
3. Passing performance in SWRK 435, SWRK 445, SWRK 489A, SWRK 489B, SWRK 490A, and SWRK 490B;
4. Avoiding behavior that suggests potential harm to clients, colleagues, or themselves.

Program Description

BA Program in Social Work (BSW)

The practice of social work actively seeks out and develops peoples' capacities by reaching for strengths in individuals, families, organizations, communities, and society as a whole. Social work rests on the firm belief that all people are of equal value and that every person possesses the capacity to face challenges and to grow and change. People experience "problems in living" when life presents them with challenges of an historical, institutional, interpersonal, or intrapersonal nature. The social work profession has always been in the forefront of promoting positive social change in the broader societal context, empowering our most vulnerable citizens.

The baccalaureate curriculum and the foundation year of the MSW curriculum are based upon competencies necessary for social work practice at the foundation level. The advanced year of the MSW curriculum prepares students for advanced social work practice. Faculty members assess students' progress in acquiring those competencies throughout their coursework, including all field experience.

Practicum is an integral part of social work education. Students are placed as interns in regional social service programs to integrate social work knowledge with the realities of working in the field. Practicum provides opportunities for students to develop practice skills in relation to social work values and ethics. Contact our [Field Education Program](#), for more information.

Career Outlook

Social work is one of the fastest growing professions in the United States. For variety few occupations can compare with social work. While social workers are employed as lobbyists, administrators and policymakers, they frequently choose to work directly with individuals, families, and groups of people who experience problems that are economically, politically, and socially based. Social work is unique in its dedication to working with people who are economically disadvantaged; no other helping profession so clearly defines its mission to work with this population. Among the settings that employ social workers are schools, hospitals, mental health clinics, private counseling services, drug and alcohol clinics, job training programs, adult and child social services, in-home services for isolated older adults or persons with AIDS, social welfare agencies, adult corrections and juvenile probation.

Roles, Rights and Responsibilities of Social Work Students

The expectations of a professional education program with a commitment to service to individuals, groups, families, organizations, communities, and society places additional demands on students. The BA program is accredited by the CSWE, and that ensures students' education meets national standards for professional social work practice. Students are responsible for pursuing excellence in their social work practice. Listed below are some of the roles and responsibilities of undergraduate students.

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. Attendance and timeliness is required in all Social Work courses. Excessive absences and/or lateness – whether excused or unexcused – is likely to result in non-passing course grades and/or delays in graduation.
3. Basic skills in technology are necessary for completion of the Social Work program, as well as other course requirements at CSU, Chico. See university catalog for details.
4. Students are expected to be familiar with the NASW Code of Ethics and will be held accountable for adhering to its tenets in both their educational and professional roles.
5. Students must maintain a 2.0 GPA in the major and overall and not earn below a C in any course required in the major.
6. 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. Membership and participation in NASW is highly encouraged.
7. Familiarity with and regular use of the library is an essential habit. Ms. Donna Greenberg, the Social Work Liaison, is an invaluable resource. You may contact Donna at: dgreenberg@csuchico.edu or 898-4338. Other resources include the Butte County Library and local social service agencies.
8. Writing papers is a major component of most social work courses. Students will be given numerous writing assignments designed to enhance their 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 stated in the University Catalog](#). Writing assistance is available through The [Student Learning Center](#). The School of Social Work has adopted the American Psychological Association Reference style (APA), and students are required to be familiar with and use this format in writing their papers. Papers will be written in gender-neutral language.
9. All students are members of the Student Association of Social Workers (SASW) and are encouraged to participate in this organization. SASW is an officially recognized campus organization, eligible for resources from Associated Students, including the use of facilities and funding for events and activities. All students with declared social work majors are automatically members of the SASW. Each academic year, students elect officers, schedule ongoing meeting times, and invite a faculty member to serve as an advisor. For further information contact the club President (see BSW website for contact information).
10. 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.
11. Communication is essential for a successful undergraduate experience. The School of Social Work will provide students with a student handbook (on-line), a field education handbook, and maintain a school website. Students are encouraged to meet and share ideas or concerns with any of the faculty or administration at any time. Communication should follow ethical guidelines according to the NASW Code of Ethics.
12. Students who receive funding from a stipend program are not eligible for any other stipend programs until the first stipend has been fulfilled or repaid.

Academic Regulations for BSW Students

Electives Requirement

To complete the total units required for the bachelor's degree, select additional elective courses from the total University offerings. You should consult with your major advisor regarding the selection of courses that will provide breadth to your university experience and apply to a supportive second major or minor. For the three unit Social Work elective, you are expected to take one of our Social Work electives. These include, SWRK 320 (Child Welfare) offered both Fall and Spring semesters, SWRK 481 (Law and Disadvantaged Persons) is offered live only during the Spring semester, SWRK 474 (Policy and Programs for Older Adults) is offered only online in the Spring semester, and SWRK 478 (Mental Health Wellness and Recovery) is only offered in the Fall semester. All Social Work majors must complete one of the electives prior to completion of degree requirements.

A CAUTIONARY NOTE: The University allows students to take 15 units of internship (practicum) towards their degree. Internships/practicum are numbered 89, 189, 289, 389, and 489 and are offered by many disciplines. In this major, students are required to enroll in 10 units of practicum. Students can enroll in more than 15 units of an internship, but only 15 units will count toward the 120 units needed for a BA degree.

Grading Requirement

All courses taken to fulfill major course requirements must be taken for a letter grade, except those courses specified by the department as Credit/No Credit grading only.

By policy, students receiving less than a grade of C in the Social Work Core and Professional Sequence courses cannot progress in the program. Because the Social Work sequence is designed for more advanced courses to build on competencies developed in earlier courses, it is essential for students to master course content prior to moving ahead. Progression in the Professional Sequence also depends on maintaining a cumulative and a Chico State GPA of 2.0 and completing all prior and current required classes. Please note that if you are interested in earning an MSW after completion of the BSW program, grading requirements may be different. Consult with the MSW Director for the program you are interested in applying to for specific minimum required grades in select courses.

Advising Requirement

Advising is mandatory for all majors in this degree program. Consult your undergraduate advisor for specific information. The BSW Director serves as advisor to all new students and potential students. Social Work majors are assigned to individual advisors in the Fall semester of the junior year after acceptance into the Professional Sequence.

Honors in the Major

"Honors in the Major" is a program for advanced, independent work in your major. It involves 6 units of coursework completed over two semesters. Your Honors work will be recognized at your graduation, on your permanent transcripts, and on your diploma. It is often accompanied by letters of commendation from your mentor in the School or the BSW Program Director. Most importantly, Honors in the major permits you to work in an area of interest to you on an original research project. The year-long collaboration allows you to work in your field at a professional level and culminates in a public presentation of your work. Students sometimes take their projects beyond the University and submit to professional journals and/or present at conferences; such experience is valuable for graduate school and later professional life.

Some common features of Honors in the Major program are:

1. Must take 6 units of Honors in the Major course work. At least 3 of these 6 units are independent study (499H) as specified by the School of Social Work. Each class must be completed with a minimum grade of B.
2. Must have completed 9 units of upper-division course work or 21 overall units in the major before being admitted to Honors in the Major. Check the requirements carefully, as there may be specific courses that must be included in these units.
3. Cumulative GPA should be at least 3.5 or within the top 5 percent of majors in the department.
4. GPA in the major should be at least 3.5 or within the top 5 percent of majors in the School.
5. Students apply for or are invited to participate in Honors in the Major during the second semester of their junior year. The 6 units of course work are completed over the two semesters of the senior year.
6. Honors work culminates with a public presentation of the Honors project as well as a final paper.

While Honors in the Major is part of the Honors Program, each department or school administers its own program. Please contact your major advisor for further information. **The Honors in Social Work program is offered by faculty permission and open only to seniors who meet the above requirements. The Honors in Social Work program is subject to availability of faculty and university resources.**

BASW Title IV-E Child Welfare Training Program

The CSU, Chico School of Social Work is a participant in the statewide [Title IV-E Child Welfare Training Program](#), a collaborative project of the California Department of Social Services, the County Welfare Directors Association, California's schools of social work and social welfare, and the California Chapter of the National Association of Social Workers (NASW). The primary goal is to professionalize child welfare services by increasing the number of bachelor's-degreed social workers who provide services to children and their families.

BASW One-Year Full-Time Title IV-E Program

- Provides stipend support of \$15,000 per year for students in the full-time BASW program
- Senior year field placements must be in California county child welfare services agencies
- Students sign a contract agreeing to pay back this award by securing employment in a California county department child welfare services agency within six months of graduation. They must complete one year of full-time, continuous employment to "pay back" the full-time stipend. Monetary payback is only required when appropriate and/or approved employment is not obtained.
- Students who are DSS/CDSS employees on educational leave must return to work in their home county upon graduation.

BASW Part-Time Pathway Title IV-E Program (Distance Education)

- Provides financial assistance via tuition, fees, required books, and some travel expenses needed to attend face-to-face courses
- Students must be current public child welfare or tribal agency employees, and provide an agency letter of support for coursework
- Senior year field placements must be in California county child welfare services agencies
- Students sign a contract agreeing to pay back support by securing or maintaining employment in a California public child welfare agency within six months of graduation, and fulfill a work commitment of six months for every fifteen units of support provided

Qualifications

Students must be enrolled in the California State University, Chico, School of Social Work to be eligible to apply for the BASW Title IV-E Program in their junior year. Students are required to graduate by May of their

senior year. The number of stipends is limited. Applications must demonstrate commitment to public child welfare. Current child welfare employees and as well as student with fluency in a high demand language is given priority.

Awards Process

The Title IV-E application process occurs each spring. A written application is required that will be [available on the website](#). An awards committee, made up of representatives of the CSU, Chico, School of Social Work, and representatives of public child welfare agencies from counties surrounding the University, will review all applications, interview qualifying candidates, and finalize selection of candidates to whom the award will be offered.

School of Social Work Policies

Cultural Diversity

As stated in the *National Association of Social Workers Code of Ethics* 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 for the elimination of any form of discrimination on the basis of race, color, gender, sexual orientation, age, religion, national origin, marital status, political belief, mental or physical limitation, or socioeconomic status.
2. Are committed to teach, encourage, and promote an appreciation for and understanding of diversity in the School of Social Work, California State University, Chico, our professions, and our communities.
3. Affirm the value of soliciting, incorporating, and respecting diversity into all aspects of our educational experiences, our profession, and our personal lives as one way to enrich our total life experience individually and collectively as members of a diverse world community.

Statement on Legal Charge of or Conviction of a Misdemeanor or Felony

Students considering a degree in social work that have been charged with or convicted of a misdemeanor or felony should be aware of the following:

1. As social workers, we believe that people who have committed criminal acts in the past can change, rehabilitate themselves, and become useful, productive and law abiding citizens or society and, by extension, well-qualified professional 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.
2. As policy, some agencies are mandated by law to require a criminal background check on all employees, interns, and volunteers.
3. 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.
4. 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 Sciences (BBS) requires applicants to report all misdemeanor and felony convictions on their application for the Licensed Clinical Social Work (LCSW) license and requires "a complete explanation of the underlying circumstances, sufficient rehabilitation evidence, and a certified copy of the court documents". In addition, the BBS conducts a criminal background check with the U.S. Department of Justice and the FBI that includes a fingerprint analysis on all LCSW applicants. (See the [BBS website](#) for more details.)

The school strongly recommends that applicants/students in this situation consult with their advisor, the BSW Director, and the Director of Field Education.

Standards of Professional Conduct

Professional Conduct

The social work degree signifies readiness to begin professional work in areas requiring trust and high ethical standards. Students are expected to meet the ethical and professional standards set by the profession and the agencies providing field placements. Should it be determined that students do not meet such standards, they can be terminated from the BSW Program.

Standards for Students' Academic and Professional Performance

Expectations for students' performances and conduct are included in the following documents: the *National Association of Social Workers (NASW) Code of Ethics*; the *BSW Field Education Handbook*; this *Handbook*; the *University Catalog*; and the CSU, Chico *Code of Student Rights and Responsibilities (Executive Memorandum 96-38, July 8, 1996)*.

1. The National Association of Social Workers' Code of Ethics is included in the BSW Field Education Handbook and this student handbook
2. The BSW Field Education Handbook outlines the field education program's methods for dealing with academic and professional performance problems
3. The statement regarding professional standards and disqualification can be found in this handbook and in the current University Catalog
An excerpt from the CSU, Chico Code of Student Rights and Responsibilities (Executive Memorandum **Code of Student Rights and Responsibilities** EM 08-040) is included in the Appendix of this Handbook.
4. The University Policies provide a statement regarding academic honesty which can be found in the Appendix of this Handbook or the current University Catalog.

Students in the program must maintain:

1. A cumulative GPA of at least a 2.0 or evidence of improvement over two semesters if less than 2.0.
2. A minimum grade of C in all prerequisite and Social Work Core courses.
3. Regular attendance in all required social work courses. Excessive absences are likely to result in non-passing grades and/or delays in graduation. Please see NASW Code of Ethics regarding personal impairments and professional competency.

Attendance

You are expected to attend classes regularly. Instructors can, if they choose, drop you from a course for non-attendance. Click here to review the [Campus Attendance Policy](#).

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

POLICIES AND PROCEDURES FOR ADDRESSING STUDENTS' GRADE APPEAL: INFORMAL AND FORMAL PROCESSES

Informal Process

At any time during the informal and formal appeal processes, students have the right to contact the Office of Student Judicial Affairs for assistance or information regarding their rights.

1. **Student-Instructor Meeting**
No later than the second week of the semester following the semester in which the grade at issue was earned, the student must meet with the instructor to attempt to informally resolve the grade issue.

2. **Student-Program Director Meeting**

If the informal meeting between the student and the instructor did not resolve the matter, the student must meet with the MSW Program Director no later than the third week of the semester following the semester in which the grade was earned. The BSW Program Director provides a report to the student and instructor regarding her/his decision regarding the outcome of the meeting.

3. **Student-Instructor-School Director Meeting**

If the meeting between the student and the BSW Program Director did not satisfactorily resolve the issue, the student may request a meeting with the instructor and the School of Social Work Director within 10 days of receiving the report from the BSW Program Director. If this meeting fails to resolve the issue, the student may choose to begin the formal appeal process in accord with university guidelines.

Formal Process

Should the informal appeal process not resolve the issue to the students' satisfaction, she/he may initiate a formal appeal with the Office of Student Judicial Affairs. Please see *EM 05-022 Student Grievance Procedures* in <http://www.csuchico.edu/prs/EMs/2005/05-010.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 undergraduate 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
Initial meeting	
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. The student is informed that she/he may contact Student Judicial Affairs at any time during this process.	<i>If the concern is resolved to the satisfaction of all parties involved, no further action is necessary.</i> 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. If the concern is not resolved, the student is referred to the Faculty Advisor (see 2 a & b).
Meeting with Faculty Advisor	
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.	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. The Advisor summarizes information from the review 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.
Action Plan	
<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 BSW Program Director to determine if the matter should be referred to the Student Review Committee.</p>

Formal Review of Academic Performance

Step 1 – Student Review Committee¹	
<p>If this is determined to be the case, a faculty member, BSW 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, BSW 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>

¹ 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 that 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. Termination from Field practicum.
- h. Student is placed on academic probation.
- i. Termination from Field Practicum

	<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><u>Step 1a Student Review Committee Initial Notification</u></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> <p>The student, student’s Advisor, BSW 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><u>Step 1b – Attendees and Participants at Student Review Committee</u></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><u>Step 1c – Questioning Process</u></p>	<p>The student has the right to question anyone participating in the proceedings.</p>

<p><u>Step 1d – Student Review Committee Procedure</u></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 BSW 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 BSW Program Director.</p> <p>A copy of the report is kept in the student’s file within the School of Social Work.</p>
<p><u>Step 1e – Determination of Action</u></p>	<p>The BSW 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</p>

	<p>the BSW 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 BSW 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 instructional 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 registered mail within five (5) instructional days.</p>
<p>Student Judicial Affairs 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>

TECHNOLOGY AND DISTRIBUTED LEARNING

The School of Social Work is excited to be able to offer access to social work education through distributed learning. For some, the technology components of your courses may be overwhelming. This section of your student manual will address technological information as well as tips for success in the online environment.

Technology

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. Celeste A Jones (cajones@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 BSW 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 [these tips from the ITSS website](#).

Computer

You may be purchasing a new computer for your BSW program. If you are interested, you can explore [CSU Chico's tech support recommendations](#). 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 for the weekend intensives.

After you have identified the computer(s) that you will be using for your coursework, go to the [Information Technology Support Services \(ITSS\) webpage](#) 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. Alternatively, students have the option of setting their WildcatMail account to [forward to an existing personal e-mail account](#).

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.

Five Things to Remember When E-mailing a Professor²

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*

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.

² Adapted from: Megan Roth, USA TODAY College: Posted March 15th, 2012.

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.

Additional Tips

Share Tips and Questions

For many of us, taking online courses is a new frontier. There are no dumb questions, and even if you think your solution is obvious, please share it! Someone in the class will appreciate it.

Think Before You Push 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.

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 add to the information, the shared learning, 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

It is important to 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.

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

- 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
- Discussions related to consultation with faculty regarding classroom conduct and student learning
- 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 the 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 courses will 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-site course. You will be responsible for taking precautions that the information shared in courses is protected from any breach of confidentiality.

Logging into Blackboard Learn (Bb Learn)

Blackboard Learn (Bb Learn) is CSU, Chico's system for delivering online course content. For some courses, content may be delivered through Bb Learn. You can access Bb Learn through your portal account. There are a few ways to do this. You can begin at the [CSU, Chico Home Page](#) and click on the portal link at the top of the page.

Blackboard (Bb) Learn

Once you access Bb Learn, on the left of your screen you will see course announcements, your 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 Bb Learn 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 Bb Learn courses, you can access the [ITSS website](#) 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 Bb Learn, your courses will also utilize Blackboard Collaborate 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. (Distributed learning students will have synchronous Collaborate sessions scheduled for Monday evenings from 6:30pm-8:30pm. Please reserve this time in your schedule.)

Distributed Learning Tips (for On-Line or Hybrid Courses)

In addition to the two face-to-face meetings 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 during 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 the activities, posting announcements, delivering lecture materials, responding to questions, and grading 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 need to 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 Bb Learn 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-On 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.

- *Assignments, Journals, and Discussions-The Differences From a Face-to-Face Course*
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

Your course may consist of discussion questions that 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 Bb Learn) 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.

Share Tips and Questions

For many of us, taking online courses is a new frontier. There are no dumb questions, and even if you think your solution is obvious, please share it! Someone in the class will appreciate it.

Think Before You Push 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.

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 add to the information, the shared learning, 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-site 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

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](#) via the Library [ReSEARCH Station](#). 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 or call (530) 898-4357. *Note:* the [Chico Account Center](#) manages faculty and staff account passwords and security.

Information and Assistance: 530-898-5833 (voice) / links to 24/7 online chat reference, Instant Message reference service and email reference available.

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:

Submit

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

Support for BSW DL Students

For a new student, a university can be an exciting but also intimidating place. Even simple things that experienced students take for granted can be challenging for a new student, such as finding your way around a virtual classroom and the learning management systems to understanding school policies for registration for classes, and learning the special language of the university such as “syllabus,” “office hours,” “annotations,” and “prerequisites.”

Some students learn the answers by directly asking professors in their classes or talking to university professional staff. But many, many students find out information by asking peers, friends, especially more experienced students or folks who have recently graduated from CSU, Chico's Social Work Program. For students in the DL program, Dr. Celeste A Jones (DL Coordinator) is available to meet with students and connect them to available resources. To learn more, contact the DL Coordinator at cajones@csuchico.edu

Student Association of Social Workers

[SASW, the Student Association of Social Workers](#), is an official campus organization for social work students. Participation in the SASW 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 that will make them *better social workers*. And 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 Student Association of Social Workers 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
- ✓ To foster a sense of community within the School of Social Work to include students and faculty.

Those interested in more information on the SASW should contact one of the members or leave a message in the organization's mailbox. Each Spring, meetings are scheduled to elect student officers and select a faculty advisor. Those interested in SASW should contact the BSW Director for more information.

Other Opportunities and Resources

Participation on School of Social Work Committees

In addition to participation through the SASW, there are several standing committees that allow student representation.

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

The Curriculum Committees of the BSW and MSW programs 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.

The Field Education Advisory Committee advises the Director of Field Education on the practicum component of the major regarding course curriculum content, seminars for agency field instructors, SSWAB membership, and revision of the SSWAB Constitution and Bylaws.

The 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.

The School of Social Work Student Advisory Board advises the Director of the School of Social Work on program issues, school mission and vision, community networking, accreditation and assessment. This committee consists of BSW and MSW students who volunteer their time each year. This committee meets one time each spring.

National Association of Social Workers

The National Association of Social Workers (NASW), established in 1955, is the pre-eminent professional organization, and currently has more than 140,000 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.

Social Work Course Offerings

All social work majors, in consultation with their major advisor, must take a 3-unit social work elective prior to the completion of the program.

Please see the School of Social Work Courses in the University Catalog for an explanation of course description terminology and symbols, the course numbering system, and course credit units. All courses are lecture and discussion and employ letter grading unless otherwise stated. Some prerequisites may be waived with permission of the BSW Director. All syllabi are available on Blackboard; students are responsible for printing their own copies.

Standards for Syllabi

These standards have been developed by the social work faculty for social work curriculum.

COURSE LEARNING ENVIRONMENT

A. **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, Student Services Center 170, 530.898.5959 v/t, 530.898.4411 fax, email: arcdept@csuchico.edu. Students with a disability are encouraged, but not obligated, to register with ARC. After reviewing the student's records, the ARC advisor will determine eligibility and consult with the instructor to facilitate access. If you need 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.

B. **Attendance**

You are expected to attend classes regularly. Click here for the [Campus Attendance Policy](#).

C. **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 BSW Student Handbook. It includes taking information, providing information, plagiarism, misrepresentation, and other forms of academic dishonesty. Deliberate failure to properly cite another's work is cheating.

D. **Writing Standards**

All papers are to be double spaced with one-inch margins and 12-point font. After you spell check your papers, be sure to proofread again to ensure that the words you used were the ones that you desired. Watch for homonyms such as there, their, and they're. American Psychological Association (Fifth Edition) documentation is required. You are required to use the writing guidelines as described by CSUC and professional writing standards. The use of nonsexist language is expected in class discussions and written assignments.

E. **Evaluation**

Students' work will be graded on criteria for each assignment, exam, level of participation, etc. as described for the course as a whole. They 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 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.

F. Grades

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

A = 94-100	B+ = 87-89	C+ = 77-79	D+ = 67-69	F = ≤ 63
A- = 90-93	B = 84-86	C = 74-76	D = 64-66	
	B- = 80-83	C- = 70-73		

G. Incomplete Grades

An "incomplete" is given only in rare circumstances when a student has serious and compelling reasons for not being able to complete all assignments for a given course. **Prior** to the end of the semester, the student must initiate a request to the instructor, indicating reasons why the work could not be completed, and present a plan for completing the missing 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, acquire the student's signature on the incomplete form, and along with the instructor's signature, submit the plan to the School Office for the student's file.

H. 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.

California State University, Chico University Policies

All [University Policies](#) can be found in the California State University, Chico Catalog.

<p>CSU, Chico Information Technology Support Services: http://www.csuchico.edu/itss/index.shtml</p> <p>CSU, Chico Accessibility Resource Center: http://www.csuchico.edu/arc/</p> <p>CSU, Chico Academic Advising: http://www.csuchico.edu/aap/index.shtml</p>	<p>CSU, Chico Financial Aid & Scholarship Office: http://www.csuchico.edu/fa/</p> <p>CSU, Chico Student Learning Center: http://www.csuchico.edu/slc/</p> <p>Chico and the surrounding counties: http://www.chico.ca.us/</p>
<p>National Association of Social Workers (NASW) Code of Ethics (2017): https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English</p> <p>National Association of Social Workers - NASW: http://www.socialworkers.org/</p> <p>California Board of Behavioral Sciences - BBS: http://www.bbs.ca.gov/</p>	<p>Association of Latina and Latino Social Work Educators (ALLSWE): https://www.allswe.com/</p> <p>Council on Social Work Education (CSWE): http://www.cswe.org/</p> <p>Association for Community Organization and Social Administration: http://www.acosa.org/joomla/</p> <p>Association of Social Work Baccalaureate Program Directors: http://www.bpdonline.org</p>
<p>Student Grievance Procedures EM 05-010 http://www.csuchico.edu/prs/EMs/2005/05-010.shtml</p> <p>Code of Student Rights and Responsibilities EM 08-040 http://www.csuchico.edu/prs/EMs/2008/08-040.shtml</p> <p>Campus Alcohol Policy EM 99-11 http://www.csuchico.edu/pres/em/2018/18-009.shtml</p> <p>Policy on Academic Integrity and the Establishment of the Council for Promoting Academic Integrity EM 04-36 http://www.csuchico.edu/pres/em/2018/18-011.shtml</p> <p>Human Subjects in Research http://www.csuchico.edu/prs/EMs/1993/93-004.shtml</p>	<p>Policy on Campus Behavior and Violence Prevention EM 12-025 http://www.csuchico.edu/prs/EMs/2012/12-025.shtml</p> <p>Policy on Use of Computing and Communications Technology EM 07-001 http://www.csuchico.edu/prs/EMs/2007/07-001.shtml</p> <p>System-wide Policy Prohibiting Discrimination, Harassment and Retaliation Against Employees and Third Parties and Procedure for Handling Discrimination, Harassment and Retaliation Allegations by Employees and Third Parties – Executive Order 1096 http://www.calstate.edu/eo/EO-1096.html</p> <p>Grading Policy, Revised EM10-018 http://www.csuchico.edu/prs/EMs/2010/10-018.shtml</p>