

STUDENT HANDBOOK

Bachelor of Social Work (BSW) Program

2023-2024



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PREFACE

Land Acknowledgement

We acknowledge and are mindful that Chico State University stands on the ancestral and unceded territory of the original occupiers of this land, the Mechoopda. We recognize the distinctive spiritual relationship the Mechoopda have with this land and the waters that run through campus as well as the ongoing resistance and resilience in the face of continued occupation. We are humbled that the foundation of our learning and work together is upon this sacred land that has sustained the Mechoopda to this day.

Welcome to the Bachelor of Social Work (BSW) Program!

Congratulations on making the decision to join our community during this critical time as we work to address complex issues, such as a global pandemic, environmental changes, social and economic disparities, and the overall wellbeing of societies. We are in need of professionally trained social workers to make a difference in the lives of individuals and communities. A BSW degree will prepare you to address local, state, national and global issues and to create practices and policies grounded in social and economic justice.

The faculty in the School of Social Work are engaged learners, practitioners, researchers, policy advocates, and activists within their communities and they bring years of experience to the classroom and a strong commitment to your learning. As you move through your academic career, we invite you to build relationships with your classmates and instructors and to become an active participant in the BSW program, including the BSW Club, as well as other clubs, activities, and events within the School of Social Work and across Chico State University. You are joining a strong learning community with a deep history of being in service to others. We encourage you participate and grow in ways most meaningful to you.

This handbook is a resource to assist you as you navigate your time in the BSW program.

Wishing you the very best on your academic and professional journey. We look forward to supporting you along the way!

-Michele Eggers, PhD, BSW Director

School of Social Work Mission Statement

The California State University, Chico School of Social Work acknowledges the Mechoopda lands on which it resides, our commitment as a Hispanic Serving Institution, and our surrounding rural and extended communities. Our priorities align with the University's mission by providing a rich experiential learning environment through our signature pedagogy, field education. We are committed to providing accessible and high-quality education to diverse students within rapidly changing social, political, and physical environments. We strive to center the student experience through anti-oppressive approaches as students develop into ethical social work practitioners in pursuit of social, economic, racial, and environmental healing and justice in service to others.

School of Social Work Statement of Inclusivity

In the spirit of shared humanity and concern for our community and world, the School of Social Work faculty and staff celebrate diversity as a strength and as central to our mission. We affirm our solidarity with diverse individuals and groups with whom we work and value their strengths and resilience. In line with social work values and ethics, we disavow all racism, xenophobia, homophobia, transphobia, sexism, Islamophobia, anti-Semitism, classism, ableism, and hate speech or actions that attempt to silence, threaten, and degrade others.

The School of Social Work affirms that language, stories and relationships help us to understand the experiences of others whose lives are different from ours. We value equality of opportunity and meaningful participation for all people. Building on these capacities, we hope to inspire empathy, social and environmental justice, and an ethical framework for our actions. We advocate for communities of color and people of varied ethnicities, national origins, sexualities, gender identities, religions, abilities, body sizes, and many other intersectional identities.

Statement of Unqualified Respect for Human Diversity & Nondiscrimination

As stated in the National Association of Social Workers (NASW) *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 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.

SCHOOL OF SOCIAL WORK

Contact List

School of Social Work

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For a full list of full/part-time faculty and staff visit the School of Social Work [Faculty & Staff Website](#)

BACHELOR OF ARTS IN SOCIAL WORK

Mission of the BSW Program

The California State University, Chico School of Social Work acknowledges the Mechoopda lands on which it resides, our commitment as a Hispanic Serving Institution, and our surrounding rural and extended communities. The mission of the BSW program is to utilize anti-oppressive approaches and provide a rich experiential learning environment through class work and practicum education, to educate ethical, generalist social work practitioners who pursue social, economic, racial, and environmental healing and justice.

Goals of the BSW Program

1. Prepare social workers with the knowledge, values and skills necessary for entry-level generalist professional practice with multi-level systems;
2. Prepare social workers for culturally responsive practice in diverse settings with an emphasis on the Northern California region;
3. Prepare social workers for advocacy and social or political action to promote social and economic justice and human rights;
4. Prepare social workers to engage in continuing professional education and life-long learning to enhance their social work knowledge and skills;
5. Partner with community service agencies to provide a supportive context for students to develop the skills needed for an ethical and justice-oriented social work practice.

Competencies of the BSW Program

The competencies of the BSW program align with the [Council on Social Work Education’s \(CSWE\) 2022 Education Policy and Accreditation Standards \(EPAS\)](#):

1. Demonstrate Ethical and Professional Behavior.
2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice.
3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice.
4. Engage in Practice-Informed Research and Research-Informed Practice.
5. Engage in Policy Practice.
6. Engage with Individuals, Families, Groups, Organizations, and Communities.
7. Assess Individuals, Families, Groups, Organizations, and Communities.
8. Intervene with Individuals, Families, Groups, Organizations, and Communities.
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

Core Values of Social Work



Core Values in Social Work Continued:

<p>Service: Put service to others above self-interest</p>	<p>Importance of Human Relationships: understand that relationships between and among people are an important vehicle for change</p>
<p>Social Justice: pursue social change, particularly with and on behalf of vulnerable and oppressed individuals, and groups of people</p>	<p>Integrity: act honestly and responsibly, in accordance to the profession’s mission, values, and ethical principles</p>
<p>Dignity & Worth of a Person: treat each person in a caring and respectful manner, mindful of individual differences and cultural and ethnic diversity</p>	<p>Competence: continually strive to increase professional knowledge and skills and to apply them in practice</p>

College of Behavioral & Social Sciences (BSS)

The Bachelor of Social Work (BSW) is part of the School of Social Work, which is housed in the College of Behavioral and Social Sciences. The Mission of the College of Behavioral and Social Sciences is to advance “*innovative and high-quality teaching and research to expand our understanding of behavioral, social, cultural, and environmental aspects of the human condition. In collaboration with local, regional, and global communities, the College promotes student learning, ethical leadership, and responsible citizenship.*”

Overview of the BSW Program Curriculum

The BSW program prepares students for generalist social work practice that consists of a broad foundation of values, knowledge, and skills for social work practice in diverse settings. The BSW curriculum emphasizes content on the following five core areas: (1) human behavior and the social environment; (2) direct services to individuals, families, and groups; (3) community practice; (4) policy advocacy; and (5) social research.



Program Options

The School of Social Work offers two social work programs with distinct formats:

- (1) Traditional In-Person learning format
- (2) Distributed Learning (DL) format that allows students to take courses online with periodic class time on campus.

Both the Traditional In-Person and DL programs are the same, fully accredited curriculum.

When all prerequisites are met, students may enroll in the professional sequence courses in the social work major. Courses in the Traditional In-Person program are offered two days a week with an additional two days a week for seniors participating in a required internship. Students who plan to apply to the traditional on-campus program should consult with the BSW Director to review their current academic standing and completed courses, as well as to discuss an academic plan moving forward.

The DL program is a hybrid format with students attending courses on the Chico State campus two weekends per semester and attending regularly scheduled live evening class sessions through an online platform. Similar to the Traditional In-Person program, seniors will participate in a year-long required internship two days a week. Students who plan to apply to the DL program should consult with the DL Advisor.

Major advising is mandatory in In-person and Distributed Learning Programs each semester to ensure successful completion of the professional sequence and on-time graduation.

Example Program Options:

<u>In-Person/Traditional</u>	<u>Distributed Learning/DL</u>
<ul style="list-style-type: none"> ▪ Options: <ul style="list-style-type: none"> ▪ 2-year program ▪ Class time: <ul style="list-style-type: none"> ▪ <i>Pre-professional sequence</i> SWRK courses meet on Mondays and Wednesdays ▪ <i>Professional sequence</i> SWRK courses meet on Tuesdays and Thursdays 	<ul style="list-style-type: none"> ▪ Options: <ul style="list-style-type: none"> ▪ 2-year program ▪ Class time: <ul style="list-style-type: none"> ▪ <i>Pre-professional sequence</i> SWRK courses are asynchronous (fully online) ▪ <i>Professional sequence</i> courses are hybrid (synchronous online and in-person) <ul style="list-style-type: none"> ▪ Virtual 3-Tuesdays from 6:30-8:30 ▪ In-person 2-Weekends between 10-5pm [3 hours per class]

Admission to the Professional Sequence

Students are eligible to apply and move forward to the professional sequence once they have:

- achieved junior class standing, including transfer units with 60 transferable semester units;
- completed or have in progress 30 of the 48 required General Education units and the specific prerequisites;
- have a minimum cumulative GPA of 2.0
- completed 60 hours of documented human service experience through volunteer, paid, or service-learning opportunities;
- completed the 5 social work prerequisites or equivalents if a transfer student with a C or better (PSYC 101; SOCI 100; SWRK 170; SWRK 200; SWRK 202)

Students generally complete their prerequisite courses by the fall semester of their junior year. At the beginning of the Fall semester, prior to the professional sequence, students complete the application for the Professional Sequence. Applications will be available on the Social Work website by August 1st of each year the student is eligible for the professional sequence.

Transfer students who plan to take prerequisites at other educational institutions need to consult with the BSW Director, DL Coordinator, or DL Advisor to ensure they have enrolled in articulated equivalents to the prerequisite courses on campus. The BSW Director, DL Coordinator, or DL Advisor is responsible for evaluating the transferability of all social work prerequisites not listed on the articulation agreements between Chico State and other units of the California State University, the University of California, and the California Community Colleges system.

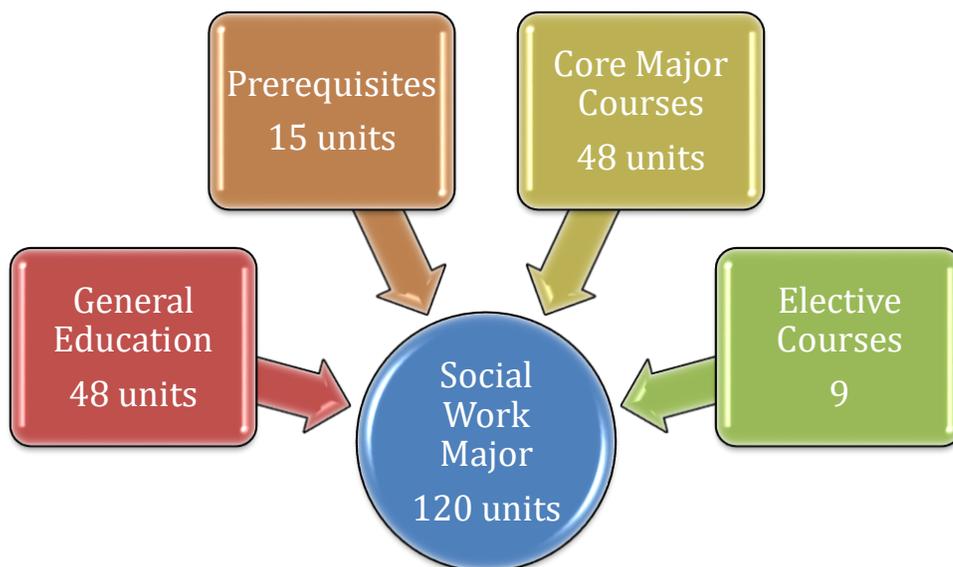
Refer to the School of Social Work [website](#) for information on articulated equivalents.

We are committed to your success and we are here to support you. Please reach out to the [BSW Director](#) with any questions.

MAJOR PROGRAM STRUCTURE

Graduation Requirements (2023-2024 AY)

To receive a Bachelor of Social Work Degree (BSW), students must complete 120 units in total. This includes all lower-division general education requirements, elective courses, upper-division requirements, any prerequisites to enter the social work major and course major courses, which includes three core social work prerequisites. Below is a breakdown of these credits:



In addition to the above breakdown of units, students must complete a **Global Cultures** course, a **U.S. Diversity** course, and **Mathematics** and **Writing** courses. These courses are embedded in other GE or Major requirements so do not need to be taken separately.

A **minor degree** in another discipline consists of 18-21 units (sometimes more). If students are interested in pursuing a minor in another discipline, elective courses may be used to complete this with possible additional coursework depending on the minor. If interested in pursuing a minor degree, contact a social work advisor to discuss. [Here](#) is a list of minor degrees at Chico State University.

Service Learning Requirement

The Social Work program has a strong emphasis on experiential learning. Before advancing to the professional sequence, BSW students will complete 60 hours of human-service related volunteer, work, or service-learning hours by December 15th of the year they are applying to the professional sequence. Ten of these hours will come through the SWRK 170 course. Other hours can be completed independently or through Community Action Volunteers in Education (CAVE).

Traditional In-Person BSW Professional Sequence Courses

When all prerequisites are met, students may enroll in the professional sequence courses in the social work major. 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. All students will choose one BSW upper-division elective course.

School of Social Work Bachelor of Social Work (BSW) Course Plan	2023-2024 AY www.csuchico.edu/swrk
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School of Social Work Prerequisite Courses
BIOL 103: Human Anatomy or BIOL 104: Human Physiology (Area B2)
ECON 101: Intro to Econ or ECON 102: Microeconomics or ECON 103: Macroeconomics (Area D)
MATH 105: Statistics (Area B4)
PSYC 101: Intro to Psychology (Area E)
SOCI 100: Intro to Sociology (Area D)
Social Work Core Prerequisite Courses
SWRK 170: Social Welfare Institutions (Area D)
SWRK 200: Diversity & Social Justice (U.S. Diversity)
SWRK 202: Human Behavior Across the Lifespan

All prerequisites above must be completed before entering the professional sequence below.

Freshman-Junior Years	Spring	Professional Sequence I (10-13 units)
Finish 8 prerequisites above and/or	SWRK 303	Human Behavior & the Social Environment
Lower division courses and/or	SWRK 325	Basic Skills in Social Work Practice
SWRK elective and/or	SWRK 330	Social Work Research Methods
GE Pathways		Elective or GE Pathway

Fall	Professional Sequence II (12 Units)	Spring	Professional Sequence III (12 Units)
SWRK 435(W)	Social Work Methods I	SWRK 445(W)	Social Work Methods II
SWRK 485	Social Policy	SWRK 405	Community Practice
SWRK 489A	Social Work Practicum I	SWRK 489	Social Work Practicum II
	<i>GE Pathway Course</i>		<i>GE Pathway Course</i>

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

Distributed Learning Professional Sequence Courses

The Distributed Learning (DL) Professional Sequence Course outline is based on the same fully accredited course sequence as the Traditional In-Person Program with some minor changes. DL courses are spread out between Fall, Spring, and Summer semesters, as shown below. The choice of social work elective courses is the same between the two programs.

Distributed Learning Professional Major Sequence			
1st Year			
Fall		Spring	Professional Sequence starts (10+ units)
	Finish 8 SWRK Prerequisites	SWRK 303 ^(O)	Human Behavior & the Social Environment
	<i>(Any Lower Division GE Courses)</i>	SWRK 325 ^(H)	Basic Skills in Social Work Practice
	<i>(SWRK Elective and/or GE Pathway Courses)</i>	SWRK 330 ^(H)	Social Work Research Methods
			<i>(SWRK Elective or GE Pathway Course)</i>
Summer	Professional Sequence cont. (6 units)		
SWRK 405 ^(H)	Community & Organizational Change		
SWRK 485 ^(H)	Social Welfare, Programs & Services		
2nd Year			
Fall	Professional Sequence cont (9+ units)	Spring	Professional Sequence cont (9+ units)
SWRK 435W ^{(W)(H)}	Social Work Methods I	SWRK 445W ^{(W)(H)}	Social Work Methods II
SWRK 489A ^{(P)(H)}	Social Work Practicum I	SWRK 489B ^{(P)(H)}	Social Work Practicum II
	<i>(SWRK Elective or GE Pathway Course)</i>		<i>(SWRK Elective or GE Pathway Course)</i>
Required - Please choose <u>one</u> SWRK Elective course:			
SWRK 320 ^(O) Child Welfare (Offered SP/FA)	SWRK 474 ^(O) Policy & Programs for Older Adults (Offered SP)	SWRK 478 ^(O) Mental Health Wellness & Recovery (Offered FA)	SWRK 481 ^(O) Law & Disadvantaged Persons (Offered FA)
(O)=Fully online, asynchronous			
(H)=Hybrid - combination of asynchronous and synchronous. Hybrid courses require attendance to scheduled class time via Zoom and during two weekends on-campus, face to face each semester. (Spring, Summer, Fall)			
(P)=Practicum Placement			
(W)=Fulfills GE writing requirement			

Core Social Work Prerequisite Course Descriptions:**SWRK 170: Social Welfare Institutions: A Response to Power and Scarcity [3 units]**

This course identifies groups within American society which have a high risk of disenfranchisement. Societal responses established to reduce the impact of inequitable distribution of goods, services, and opportunities based on economic, medical, educational, generational, gender, and legal scarcity are studied. Issues are examined from historical and contemporary perspectives.

SWRK 200: Diversity & Social Justice [3 units]

This course presents a framework for understanding and openly interacting with people from diverse backgrounds that compose the rich mosaic of the United States. The class is designed to promote ethnic-sensitive interpersonal relationships. Diverse people studied are distinguished by issues of race, ethnicity, class, gender, sexual orientation, disability, religion/spirituality, generation, and national origin. Historical and cultural experiences shaping their lives and current reality are examined. The overall goal is for students to develop high regard for the worth and dignity of all people.

SWRK 202: Human Behavior Across the Lifespan [3 units]

Using a systems framework and selected human behavior theories across the lifespan, the biological, social, psychological, and cultural influences on individuals, families, and groups are investigated. Particular emphasis is given to ethnic and cultural diversity and promoting student self-reflection across generations and cultural competence.

Social Work Elective Course Descriptions:**SWRK 320: Child Welfare [3 units]**

This course acquaints students with the relevant history, concepts, and structure of the child welfare system. Areas of study include the examination of abuse, neglect, commercial sexual exploitation, foster and kinship care, permanency including adoption, intergenerational family issues, disproportionality and disparity, assessment, and service delivery. The focus is on the application of generalist social work knowledge, values, skills, and the problem-solving process to child welfare practices. The course content view the impact of gender and gender identity, ability, culture, ethnicity, economic status, sexual orientation, religion/spirituality, generation, and trauma and resilience across the lifespan on child welfare issues. This is a required course for the Title IV-E students.

SWRK 474: Policy and Programs for Older Adults [3 units]

Examines major social policies, legislation, programs, models of service delivery, and funding related to the needs and concerns of older adults living in the US. Barriers to service availability and delivery to older populations-at-risk, and types of advocacy efforts to promote policy change are addressed.

SWRK 478: Mental Health Wellness and Recovery [3 units]

This undergraduate course examines the concepts and practices of wellness, recovery, and resilience for individuals, families, and society. The course addresses mental health services including psychosocial rehabilitation, peer recovery, and other approaches to treatment. Underlying values and components of the recovery movement and recovery-based programs are addressed in conjunction with a historical overview of mental health treatment in the United States.

SWRK 481: Law and Disadvantaged Persons

Explores legal issues facing the poor, older adults, disabled, and minorities, and how to advance the legal rights of the disadvantaged. Family law, consumerism, small claims court, Social Security, welfare law, and landlord/tenant rights are addressed from theoretical and practical perspectives, with an emphasis on advocating those rights.

Professional Course Sequence Course Descriptions:**SWRK 303: Human Behavior and the Social Environment [3 units]**

Second of two human behavior and social environment theory courses relevant to social work practice. While SWRK 202 focuses on individuals and families across the lifespan from diverse backgrounds, SWRK 303 studies groups, organizations, institutions, and communities as social systems. Examines the reciprocal interactions between these larger social systems and diverse individuals and families.

SWRK 325: Basic Skills in Social Work Practice [3 units]

Introduces students to the application of social work ethics and skills for social work practice. Includes the ecological systems framework, strengths perspective, and differential application of practice knowledge related to the needs of various groups characterized by gender, race, ethnicity, culture, generation, sexual orientation, class, and ability. Students learn basic interviewing and communication skills.

SWRK 330: Social Work Research Methods [4 units]

An introduction to the logic and styles of social work research. Particular attention is given to the nature of the scientific method, the methods of formulating research questions, the design of social research and the nature of scientific evidence. A laboratory provides application of research practice introduced in class.

SWRK 405: Community and Organizational Change [3 units]

This course provides students with a foundation in community-based change strategies. Students explore how individuals affect communities, how communities affect individuals, and how social workers can become involved to create social change in conjunction with community members.

SWRK 435(W): Social Work Methods I [3 units]

Explores the dimensions of social work practice from a systems perspective: engagement, data collection, assessment, and planning. Students develop skills in building partnerships with clients, group leadership, culturally competent relationship building, problem/need partializing and prioritizing, goal setting, and collaborative planning. Values, ethics, and ethical decision-making are emphasized. Students apply knowledge of social systems, human development across the lifespan, and diversity in assessing and planning with individuals, families, groups, organizations, and communities.

SWRK 445 (W): Social Work Methods II [3 units]

This course builds on Methods I by teaching the generalist method of social work practice. Students enhance their skills in engagement, assessment and planning, and develop skills in maintaining partnerships with clients, group facilitation, culturally sensitive and diverse change strategies, clarity of role, professional collaboration, evaluation of practice, and closure applied to social work practice in group work. The role of values, ethics and ethical decision-making are applied to intervention and evaluation. Students are expected to apply their knowledge of social systems, human development across the lifespan,

and diversity in intervention and evaluation with individuals, families, groups, organizations and communities. To continue in the Social Work Professional Sequence students must earn a grade of C or higher in this course.

SWRK 485: Social Welfare Policy, Programs, and Services [3 units]

This course examines economic, historical, generational, political, intellectual, sociocultural, leadership, values, ideologies and other such factors that shape social welfare policy, programs, and services. The course addresses various frameworks for studying social welfare policy and examines the roles of policy makers, processes of social change, and the roles of social workers as facilitators of positive social change.

SWRK 489A: Social Work Practicum I [6 units]

Students are placed in an approved social service agency and, under the supervision of a qualified practicum instructor, engage in generalist social work practice with multi-level client systems. The approved agency may be public, non-profit, or proprietary. Approximately 240 hours in the agency practicum are required.

SWRK 489B: Social Work Practicum II [6 units]

This course is a continuation of SWRK 489A. Interns remain in the same agency with the same practicum instructor to further develop their ethical foundation, skills, knowledge, and understanding of self in the delivery of social services with multi-level client systems. Approximately 240 hours in the agency practicum are required.

Other Course Offerings and Descriptions:

SWRK 397: Self-Care in Social Work Practice

This course acquaints students with the concept of self-care, specifically as it relates to social work professionals. Areas of study include ways to practice self-care, various domains of self-care, integration into personal and professional life, as well as how to build, maintain, and sustain self-care as a regular practice.

SWRK 398: Special Topics [1-3 units]

This course is for special topics offered for 1.0-3.0 units. Topics will vary from term to term and be different for different sections. See the Class Schedule for the specific topic being offered.

SWRK 399: Special Problems [1-3 units]

This course is an independent study of special problems offered for 1.0-3.0 units. You must register directly with a supervising faculty member.

SWRK 498: Special Topics [1-3 units]

This course is for special topics offered for 1.0-3.0 units. Topics will vary from term to term and be different for different sections. See the Class Schedule for the specific topic being offered.

SWRK 499: Special Problems [1-3 units]

This course is an independent study of special problems offered for 1.0-3.0 units. You must register directly with a supervising faculty member.

SWRK 499H: Honors in Social Work [3 units]

The student will work closely with faculty in a particular area of interest on an original project or research topic. The year-long collaboration culminates in a professional product for public presentation.

To View all SWRK Course Descriptions and Course Offerings, please visit the [University Catalog](#).

Practicum Education Requirement

Social work education provides students with a unique opportunity to apply what they are learning in the classroom to practice in community agencies. This experience is referred to as the Practicum.

As part of the undergraduate degree program, students also complete an internship in a social service setting. The BSW program requires approximately 480 hours of practicum during the senior year. The total hours for each cohort may vary from year to year depending on days campus is closed due to a holiday.

BSW students are required to complete 16 hours per week in a social service agency in our NorCal [service region](#) over two semesters. Students should refer to the [Practicum Education Calendars](#) for official University holidays and a breakdown of required practicum hours week-by-week. Students are allowed to miss up to two days per semester (16 hours per semester) for illness or personal reasons, making sure that these missed hours are clearly communicated ahead of time to the agency practicum instructor (PI).

Employment-based practicums are considered on an individual basis when agencies are able to provide the student with a position that is educationally focused and involves tasks other than normal work duties. Students who are placed in an employment-based practicum placement are required to sign an [Employment-Based Practicum Proposal](#) to facilitate communication with the agency.

For more detailed information, read the BSW [Practicum Education Handbook](#) and visit the Practicum Education [website](#).

Requirements for Disclosure on Legal Charges/Convictions

Applicants accepted into the BSW Professional Sequence will need to secure an internship placement, which may require legal background clearance. Therefore, after being accepted into the BSW program, please discuss with the Practicum Education Coordinator any felony or misdemeanor convictions, and any other legal system involvement that could come up during the legal background clearance process. If a legal history prevents you from securing a practicum placement, you will not be able to remain in the BSW program, but may return the following year.



Grading Structure

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.

Students must receive a C or better in the Social Work Core and Professional Sequence courses. 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.

Grade Percentages

Grades are determined by each student’s point totals applied to the following percentages and grade points:

A = 94 – 100 (4.0)	B+ = 87 – 89 (3.3)	C+ = 77 – 79 (2.3)	D+ = 67-69 (1.3)	F = 0-59 (0.0)
A- = 90 – 93 (3.7)	B = 84 – 86 (3.0)	C = 74 – 76 (2.0)	D = 64-66 (1.0)	
	B- = 80 – 83 (2.7)	C- = 70 – 73 (1.7)	D- = 60-63 (0.7)	

Standard letter symbols will be used with + and - modifiers for undergraduate and graduate grading with the following associated grade points:

Definition of Letter Grading Symbol (*Undergraduate Courses numbered 100 to 599*)

A - Superior work; a level of achievement so outstanding that it is normally attained by relatively few students.

B - Very good work; a high level of achievement clearly better than adequate competence in the subject matter/skill, but not as good as the unusual, superior achievement of students earning an A.

C - Adequate work; a level of achievement indicating adequate competence in the subject matter/skill. This level or higher will usually be met by a majority of students in the class.

D - Minimally acceptable work; a level of achievement, which meets the minimum requirements of the course.

F - Unacceptable work; a level of achievement that fails to meet the minimum requirements of the course. Not passing.

For more information on Chico State University grading policies, click [here](#).

Advising Structure

Major advising is mandatory for all majors in the social work degree program with BSW advisors.

Advisor roles with students:

- To assess students’ aptitude and motivation for social work.
- To help understand major course requirements.
- To help understand transfer courses and course substitutions for the SWRK major.
- To help understand the degree progress report.
- To assist in monitoring academic performance when a student’s GPA is in danger of falling below a 2.0, or a student has failed to maintain a solid C where required, the adviser consults with the student to develop a corrective plan.
- To become knowledgeable regarding potential practicum education settings.
- To notify the BSW Director of academic and professional performance difficulties, and/or to notify the Practicum Education Director/Coordinator of problems at the practicum site.
- To consult, support, and guide when program difficulties or concerns arise.
- To assist in locating campus resources and making referrals when appropriate.
- To provide suggestions and alternatives for another career choice or major, if appropriate.
- Graduation planning.

For students in the Traditional In-Person Program, the BSW Director serves as the advisor to all Pre-Professional Sequence students (new and potential students). Students in the Professional Sequence are then assigned to individual advisors in the Fall semester of the junior year after acceptance into the Professional Sequence.

For students in the DL program, the DL Advisor is the advisor to all Pre-Professional Sequence students. For students in the Professional Sequence, students are then assigned to either the DL Advisor or the DL Coordinator as their advisor.

The College of Behavioral and Social Science (BSS) Student Success and Advising team supports students with a declared or prospective major, minor, or certificate within the College of BSS. There is also tutoring or mentoring available. You can find more information on these programs [here](#).

In addition to Social Work Major Program advisors, there are multiple Academic Advising Programs that undergraduate students can access [here](#). **For General Education (GE) advising, contact Academic Advising.**

In-person/Traditional	Distributed Learning (DL)	Campus Resources
<u>Pre-professional Sequence</u> <ul style="list-style-type: none"> • Michele Eggers <u>Professional Sequence</u> <ul style="list-style-type: none"> • Chelsea Cornell • Nicole Davis • Meka Klungtvvet-Morano 	<u>Pre-professional Sequence</u> <ul style="list-style-type: none"> • Caroline Oster <u>Professional Sequence</u> <ul style="list-style-type: none"> • Caroline Oster • Molly Calhoun 	Academic Advising College of Behavioral & Social Sciences <ul style="list-style-type: none"> • Success Center • Tutoring • Mentoring

BSW STUDENT OPPORTUNITIES

Honors in the Major

The Honors Program, also called Honors in General Education, adds value to a Chico State degree and enhances opportunities after graduation by providing an innovative, inclusive, and challenging interdisciplinary arts and sciences education that culminates in an integrative capstone project. The program attracts and supports an inquisitive and diverse group of first-year, transfer, and international students through personalized advising, engaged faculty, and intentional community.

General Requirements for Honors in the Major:

- You must take six units of Honors in the Major course work.
 - All six units are Honors classes (###H), at least three of which are independent study (499H) as specified by your department; a minimum grade of a B must be achieved in each class.
- You must have completed nine units of upper division course work or 21 overall units in your major before you can be admitted to Honors in the Major.
 - Check the requirements for your major carefully, as there may be specific courses that must be included in these units.
- Your **cumulative GPA** should be at least 3.5 or within the top 5% of majors in your department.
- Your **GPA in your major** should be at least 3.5 or within the top 5% of majors in your department.
- Most students apply for, or are invited, to participate in Honors in the Major during the second semester of their junior year. They then complete the six units of course work over the two semesters of their senior year.
- Your honors work culminates with a public presentation of your honors project.

Note: This Program is not available to Freshman Students.

Click [here](#) for general information about Honors in the Major at Chico State University.

Honors in the Major: Bachelor of Social Work Program

Students with a cumulative grade point average of 3.5 or above are eligible to participate in the Social Work Honors in the Major Program. This program offers students an opportunity to do research or create a project in a subject area that interests them. It is a great opportunity for students who are interested in designing and implementing their own project or research and who are interested in pursuing a graduate degree or to participate in and perform social work research.

The Honors in Social Work program is offered by faculty permission and open only to seniors who meet the requirements. The Honors in Social Work program is subject to availability of faculty and university resources.

For more information about the Honors in the Major in social work, please contact the current BSW Director, Michele Eggers, at meggers@csuchico.edu.

BSW Title IV-E Program

If you are interested in working in Child Welfare, this program may be a good fit for you.

The California State University, 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 graduate 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- and master's-degreed social workers who provide services to children and their families.

The IV-E stipends provide one year of support in the amount of \$15,000 for students in the Senior Year of the Full-Time BASW Program. To receive this stipend, students must have applied and been accepted into the Title IV-E BASW program which happens during the Spring semester before a student's Senior year in the Professional Sequence.

For the One-Year BSW Title IV-E Program Students Need:

- Required BSW coursework – SWRK 320: Child Welfare (Elective)
- Senior year field placements must be in California County Child Welfare Agencies.
- Attendance to all scheduled (on-campus) Title IV-E workshops and trainings, including monthly practice labs.
- Sign a contract agreeing to pay back this award by securing employment in a California County Department of Child Welfare Services 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 or CWS employees on educational leave must return to work in their home county upon graduation.

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. The number of stipends is limited. Applications must demonstrate commitment to public child welfare. Fluency in a high demand language is given priority.

For BSW DL Students who are employed in public child welfare, and who want to participate in the Title IV-E Program, please reach out for information specific to child welfare employees.

For more information visit the Title IV-E website [here](#).

BSW Student Club

The Student Association of Social Work's purpose is to provide an organized forum for shared interests regarding social work as a profession and social issues that pertain to social work. The club aims to provide social work students with informational speakers, fund raising to support community programs, facilitation of student involvement in the National Association of Social Work (NASW) Lobby Days in Sacramento, and opportunities for students to experience group work including leadership activities.

Visit the BSW Club on [Facebook](#), Instagram @ [#csuchicoswrkclub](#) and [Wildcat Sync](#) for more information.

You can also e-mail the faculty BSW Club Faculty Advisor of BW Club Officers as listed below:

BSW Club Officers 2023-2024AY		
Title	Person	Email
Faculty Advisor	Michele Eggers	meggers@csuchico.edu
President	Kimily Nguyen	mkanguyen@csuchico.edu
Vice President	Wendy Aguilar	mwaguilar@csuchico.edu
Secretary	Fermin (Junior) Velasquez	mfvelasquez2@csuchico.edu
Treasurer	Aracely Munoz	madmunoz@csuchico.edu
Public Relations	Shirley Blanco	mshernandezblanco@csuchico.edu

BSW STUDENT RESOURCES AND SUPPORT

Technology Support

Internet Access

All BSW students will need Internet access. A broadband/hi-speed connection is required for the best online education experience. If students have a dial-up or satellite connection, they can optimize their experience by following the tips at [Technology Quick Starts for Students](#) (see *Getting Online*) and at [Software and Internet Connectivity Resources](#) (see *Internet Connectivity Resources* and *FCC Broadband Emergency Support*).

Computer

All BSW students will need access to a computer. If students are looking to purchase a new computer, they can explore Chico State's tech support recommendations on the [Desktop/Laptop Standards](#) website. There are desktop and laptop recommendations. Many students prefer the option of a laptop as it can easily be brought to campus. See the IT Support Services (ITSS) [Need Some Help](#) link for technology support.

Email Policy

All BSW students will have Chico State email (WildcatMail) accounts. This account is the officially recognized account 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 in a variety of ways, including through the [Student Portal](#), [Chico State Homepage](#) (see *Email* link at the top) or [Google Support](#) website.

Canvas

Canvas is Chico State's system for delivering online course content. The degree to which courses use Canvas will vary, depending on if the class is in-person, hybrid, or fully online. At a minimum, BSW students will find syllabi and course outlines on Canvas. There may also be learning or weekly modules, readings, handouts, PowerPoints/presentations, and other course material posted on Canvas. In addition to Canvas, your instructors will also utilize Zoom within Canvas to support your learning. Students can find helpful tips on logging in and using Canvas on the [Wildcat Computing Support Canvas](#) link.

Zoom

Zoom is Chico State's 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 websites, and share desktop applications. BSW students attending Zoom sessions should use their WildcatMail username and password to sign in, in both Blackboard Zoom sessions and in Zoom application sessions. See the [Zoom Video Conference](#) link for more information.

In addition, Zoom is a vital component of the BSW Distributed Learning (DL) Program. BSW DL students are scheduled for Course Zoom Sessions Tuesday evenings from 6:30 pm-8:30 pm. Please review the Zoom [DL Calendars](#) for more information and specific dates.

Meriam Library Access

All BSW students will have remote access to the Chico State's [Meriam Library](#) and the restricted research databases. Students access the Meriam Library from the [Chico State Homepage](#) (see *Library* link at the

top), login, and use the library from their own computers. Students can ask questions by chatting with a librarian, call a librarian, or schedule an appointment. The library can be accessed on campus as well.

Campus-wide Resources



Health & Wellness

WellCat Counseling Center	WellCat Safe Place
Provides emergency Services, peer/ group coaching, individual counseling, and Zen Den spaces.	Support for traumatic experiences.
WellCat Health Center	You@CSUChico
Provides medical services, immunizations, pharmacy, health education/ promotion, and much more.	Tools and Tips for everything mental and physical health, friendships, and finding balance.
WellCat Prevention	
Support related to Alcohol and Drug use.	

Basic Needs

Hungry Wild Cat Food Pantry	Basic Needs Housing
Supplemental food and quality meal access.	Assists eligible students with short-term housing, homeless prevention services, housing/ renting advising, permanent housing assistance, and more.
CalFresh Food (SNAP)	Emergency Loans & Grants
Education, resources, and application assistance for the Supplemental Nutrition Assistance Program.	Assists eligible students experiencing unexpected economic crisis with financial assistance via grants.
Basic Needs Housing	
Assists eligible students with short-term housing, homeless prevention services, housing/ renting advising, permanent housing assistance, and more.	

Academic and Career Support

Academic Advising Programs	Graduation Advising
General Education Advising.	Provides information on graduation advising, DPRs, GE graduation policies, transfer credit, study abroad credit, and awards degrees and issues diplomas.
BSS Student Success Center	Major Advising
General tutoring, study space, printing, mentoring and academic advising and support.	Major requirements and course planning, mentorship and guidance, campus resources and support, career planning.
Career Center	Student Learning Center
Workshops, resume/cover letter assistance, mock interviewing, job search tools, and grad school application support.	Writing center, study skills, workshops, and tutoring.

Diversity, Equity, and Inclusion

Accessibility Resource Center	Gender and Sexuality Equality Coalition
Support for students with disabilities, including accommodations and course support.	Education, advocacy, leadership, personal development, and referral services.
Adelante	Office of Equity, Diversity and Inclusion
Program’s mission is to support Latinx and low-income students at California State University, Chico on their undergraduate academic journeys and prepare them for graduate and other post-college opportunities.	Resources for students, academic and support programs, inclusive events.
Coalition for Humane Immigrant Rights (CHIRLA)	Office of Tribal Relations
Support for students needing immigration legal services, to ensure rights and protections.	Access, social, emotional, and academic support for Native American students.
Cross Cultural Leadership Center	PATH Scholars
Programs that enhance leadership development, cultural awareness, and community education.	Program for current and former foster youth and unaccompanied homeless youth- counseling, advising, tutoring, mentoring, and more.
Dream Center	STAR Center
Serves as a student success and resource center for the hundreds of undocumented students currently enrolled, as well as other students from mixed-status immigrant families.	Provides a place for academic preparation and support for historically underserved students.

For a full list of resources & programs supporting diversity, equity, and inclusion, click [here](#).

Financial Aid & Scholarships

Financial Aid & Scholarship Office	Reentry Student Scholarships
Assistance applying for financial aid and maintaining eligibility, scholarship application and information.	Scholarships are for reentry students whose studies were interrupted for at least five years by circumstances beyond their control.

Technology

IT Support Services	Wildcat Computing Support
Provides comprehensive technology support to the Chico State community. Faculty, Staff, Students, and others associated with the university.	Curated by students to better support you and enhance your experiences with technology. We provide information to support your success in using academic technology in and out of the classroom.

Student Organizations & Clubs

1st Generation Collegiate & Proud Student Association
Provides support to students who identify as first-generation college students through professional development workshops, panel discussions, and retention of first-generation students through mentorship and real-world experiences.
Arabic Club
Promoting the study and practice of the Arabic language, as well as to acquire a better understanding of the regional cultures and histories.
Asian Pacific Islander Council
Committed to promoting the API culture by creating a supportive family atmosphere endearing to positive life and learning through API students, faculty, staff and community involvement.
Black Student Union
Focuses on the educational and intellectual advancement of all students, while encouraging cultural awareness, leadership development, knowledge of current issues, and building a robust alliance with the University administration and other black student organizations on campus and in the community at large.
CALMENA
Through scholarship, dialogue, networking, and camaraderie, we promote the advancement of creativity and adaptive leadership in all academic fields pertaining to the greater Middle East and North Africa, looking to both the past and present to equip the leaders of our future.
Central Americans for Empowerment
The purpose of CAFÉ is to cater to students who identify as Central American to increase visibility and representation of the diversity within the Latinx community at CSUC. In addition, we seek to provide a space where we can build community and discuss some of the most pressing social issues facing the Central American region.
Chico State Pride
Provides a safe place for all students on campus to respectfully discuss issues pertaining to the LGBTQ+ community and promote the dissemination of knowledge to the general student body.

Chinese Students and Scholars Association
A student organization comprised of Chinese students, visiting scholars and their families coming from China and Chinese background areas.
Filipino American Student Organization (FASO)
The primary purpose of FASO is to establish a community in which not only Filipino-American students, but also those interested in embracing the Filipino culture, can come together and share the experience of the rich Filipino culture with everyone.
Grupo Folclórico Sangre de mi Tierra de Chico State
A traditional dance group that educates different styles of Mexican dances.
Hillel/Jewish Student Union
An on-campus social club for Jewish students who want to meet other Jewish students, have fun, and celebrate holidays together.
Hmong Student Association
To support and empower students through cultural awareness and community engagement by creating opportunities to establish future leaders.
Indian Student Association
This organization is a bridge that helps the Indian students coordinate amongst themselves to host various cultural events.
Japanese Fusion (J*Fusion)
Promoting Asian cultural understanding between the school and communities with a focus on Japanese language and culture, through fun and informative activities and events.
Leaders Educating for the Advancement of Dreamers
Working toward bringing awareness to the campus community and overall educating about the lives and struggles of DREAM students.
MEChA de Chico State
Mecha was founded on the principles of self-determination for the liberation of our people. Mecha involves unity with the Latinx and Chicanx community, and fighting for what is right.
Native American Club
A student organization devoted to the preservation of Native American culture on the Chico State campus.
Pacific Islander Club
Aims to educate its members about Pacific Islander culture and celebrate it.
Promoting Achievement Through Hope
Promote achievement among current and former foster youth, former unaccompanied minors, and students affected by the court system as youth.
Women of Excellence
A program of the STAR Center, providing space for self-identified women of color to connect, foster an educational community, and build academic, personal, and professional confidence around being a woman of color at CSU Chico.
Womxn In Sistahood
Focusing on the advancement and empowerment of Black womxn.

For a full list of student organizations, click [here](#).

SCHOOL OF SOCIAL WORK POLICIES

Addressing Student Academic Concerns

At any time during the informal and formal appeal processes, students have the right to contact the [Office of Student Conduct, Rights, and Responsibilities](#) for assistance or information regarding their rights.

Appeal Process

(Approved by the School of Social Work at the November 1, 2023 All-School meeting)

The School of Social Work is committed to providing accessible and high-quality education to students across the BSW and MSW programs. However, there may be times where a student disagrees with a decision that was made that impacts their continuation, status, grade, or practicum placement in the BSW or MSW program. Any student is eligible to request an appeal. Below is an outline of the appeal process.

1. Referral to the Appeal Committee

- a. Appeals are requested through the School of Social Work Director and require written justification and evidence for the appeal. This may include email communications, learning contract, and written narrative of what transpired leading to the decision warranting an appeal.
- b. The appeal process must be initiated within five (5) instructional days of the decision warranting an appeal.

2. Appeal Committee Members

- a. The School of Social Work Director will recruit two (2) ad hoc SWRK faculty members or lecturers who are working the semester of the appeal, and one (1) tenure track faculty from another department from the College of Behavioral and Social Sciences for the Appeal Committee. In addition, the School of Social Work Director will identify one of the Appeal Committee members as the Committee Chair and one as the minute taker to record the meeting. Every effort should be made to rotate SWRK faculty and lecturers as committee members for each new Appeal Committee.
- b. When the appeal involves a practicum concern, the Agency Practicum Instructor, the Faculty Liaison, and the Director of Practicum Education/Practicum Coordinator will be invited to attend. If requested, the committee can interact with the student or Practicum Instructor separately.
- c. When the appeal does not involve a practicum concern, the Director of the relevant program (BSW or MSW) will be invited to attend.
- d. The student requesting the appeal may invite a support person to attend. The support person may be anyone save an attorney or the School of Social Work Director.
 - i. The role of the support person may include meeting with the student prior to the Appeal Committee to help them prepare their statement and perspective of what transpired and review the Appeal Committee procedure.
 - ii. The support person is invited to attend the Appeal Committee meeting with their primary role being observing, consulting, and providing support to the student.

While it is the student’s responsibility to speak on their own behalf, the support person may share their comments if requested by the student.

3. Notification

- a. The School of Social Work Director will schedule the Appeal Committee meeting date and time and forward the referral and supporting materials including summary of the issues/concerns to all committee members and additional attendees including the student, practicum team, and program directors. Students have the option to share supporting materials with their identified support person.
- b. The student requesting the appeal must be given email notification of the date and time of the meeting by the Committee Chair five (5) instructional days before the Appeal Committee meeting date. If there is a conflict with the date and time, the School of Social Work Director will work with the Appeal Committee Chair and student to arrange a date and time that works for everyone.
 - i. Please note that Wildcat Mail is the official form of communication and notification.

4. Appeal Committee Procedure

- a. Call to order – Committee Chair will act as facilitator.
- b. The designated Appeal Committee member records the proceedings and arranges for attendees to receive copies of both the proceedings as well as the committee’s decision.
- c. Appeal Committee Chair will call for a recording of attendees and their role in the proceeding.
- d. Appeal Committee Chair will give a description of the know facts regarding the issue.
- e. The student requesting the appeal will share their perspective on what transpired and can contribute comments, explanations, challenges, evidence (if applicable) and ask questions to anyone participating in the Appeal Committee meeting.
- f. The Committee Chair will ask for comments from the support person, if requested by the student.
- g. If it is a practicum issue, the Practicum Instructor and Practicum Liaison will share their perspective on what transpired and contribute comments, explanations, challenges, evidence (if applicable) and ask questions to anyone participating in the Appeal Committee meeting.
- h. The student requesting the appeal has the opportunity to offer any additional comments or final feedback.
- i. The Appeal Committee is welcome to ask questions or clarify what they just heard.
- j. The Appeal Committee Chair will inform the student requesting the appeal of the date by which a decision and a copy of the minutes will be provided, which will be no more that two (2) instructional days after the meeting.
- k. The Appeal Committee Chair will inform the student requesting the appeal that any amendments to the minutes must be made within two (2) weeks.
- l. The student requesting the appeal, support person, and those who are not members of the committee will be excused from the meeting at this time.

5. Determination of Action

- a. The Appeal Committee will engage in discussion with the goal of reaching concurrence on the nature of the appeal and possible recommendations including development of a

resolution plan*, dismissal from the current practicum placement, and/or dismissal from the School of Social Work BSW or MSW program.

- i. The Appeal Committee Chair will provide a copy of the committee's recommendation to the School of Social Work Director and the student within two (2) instructional days after the meeting. If this is a practicum issue, the recommendation will also be provided to the Practicum Team.
 - ii. If the student disagrees with the Appeal Committee recommendation, the School of Social Work Director will review all of the documentation and either approve or disapprove of the recommendation from the Appeal Committee. The School of Social Work Director will be responsible for meeting with the student requesting the appeal to review the committee's recommendation and/or Resolution Plan.
 - iii. A copy of the report will be placed in the student's electronic file in the 360 advising tool after the two (2) week period for amendments ends.
- b. If the Appeal Committee cannot come to an agreement regarding the nature of the appeal and possible recommendations, all materials from the Appeal Committee meeting will be forwarded to the School of Social Work Director who will utilize these materials and discussion with the committee members to make a recommendation for next steps.
- c. The Appeal Committee may decide that the student should receive a grade other than that given by the instructor. If that happens, the Appeal Committee will meet with the instructor to discuss the situation. If after discussion all agree, then that will be the grade the student receives. If they do not agree, the instructor has the ultimate authority over what grade is given. If the student disagrees, they can engage in the University's Student Complaint Policy described below.

*The Resolution Plan is developed in collaboration with the BSW/MSW Program Director. If it is a matter related to the practicum placement, the Director of Practicum Education will also be included in the Resolution Plan. Practicum Resolution Plans are designed for student success and conform to the policies that govern all School of Social Work practicum placements. Finally, in alignment with the FPPP and CBA, regardless of the recommendation and Resolution Plan given by the Appeal Committee, Practicum Education Team, or Director of the School of Social Work, it must be noted that the instructor of record has sole responsibility over grades, which includes the responsibility of providing clear grading criteria, careful evaluation, and timely feedback. There is a presumption that assigned grades are correct and it is the responsibility of the student to demonstrate otherwise. (The instructor of record is the Faculty Liaison if it is practicum performance concern).

Student Rights and Responsibilities

Students wanting assistance in responding to a negative evaluation of their performance, dismissal, or who believe the School of Social Work faculty or staff have violated their rights may enlist assistance from the [Office of Student Rights and Responsibilities](#) at any point in the Appeal Committee process. The formal grievance process with the Office of Student Rights and Responsibilities may be initiated only after all informal attempts to resolve the problem have been made at the department and college level and found unsatisfactory in reaching a solution. The student must file a Notice of Complaint with Student Rights and Responsibilities. Upon receipt of the Notice of Complaint, the Director will review the complaint to determine if it falls within the limits specified in Section I of this policy. See [Student Complaint Policy](#) EM 20-013 (supersedes EM 05-010).

Please note that students who violate EM 08-040, the Code of Student Rights and Responsibilities (replaces EM 96-038) or the NASW Code of Ethics may be referred to the Office of Student Rights and Responsibilities.

Practicum Specific Appeals

Closure with the Practicum Agency

Regardless of the reasons for early termination, it is expected that the student take the appropriate steps with the Practicum Education Team and work with the Practicum Instructor to seek closure with clients, co-workers, and the agency, if possible. Any plans for closure should include: the exact date of dismissal, the timing and method used to end planned contact with individuals and/or groups, the way in which the student will fulfill other agency obligations (completion of summaries needed for case transfer or closing, for example), and completion of necessary separation procedures (sign forms, return keys and/or ID, etc.). It is expected that the closure process will be done in a way that continues to support the student's learning and the best interests of the clients and communities served.

Repeating Practicum Courses

Any student who does not receive credit grade for their practicum experience and is given the opportunity to repeat the course may return the following year to repeat the course. Students are eligible to return to practicum the following academic year if the situation did not warrant dismissal from the BSW/MSW program. Students should meet with their program advisor to create an alternative plan.

Social Work Course Credit

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. You may also refer to the University Catalog, which states "credit for life experience or prior work experience in lieu of course work or the social work practicum is not permitted."

UNIVERSITY POLICIES 2023-2024

Academic Policies and Regulations

This section outlines the [2023-2024 University Catalog Academic Standards](#) (specifically *Academic Policies and Regulations* sections). For more detailed information on the following sections, please visit the university catalog link.

Academic Honesty

Students are expected to maintain a high standard of academic honesty. Dishonesty may bring grade reduction or other sanctions as provided in Section IV-A of the Code of Student Rights and Responsibilities. Copies of this publication are available from [Student Conduct, Rights, and Responsibilities](#), as well as the [Policy on Academic Integrity \(EM 18-011\)](#).

Attendance in Classes

Students are expected to attend classes regularly and should discuss absences with instructors. In the MSW program, instructors may have additional attendance requirements that are specific to the instructor's courses, and are listed in their course outlines and/or syllabi. If graduate students anticipate an absence greater than allowable, due to circumstances beyond their control, such as illness or accident, a [CARE Referral](#) can be made.

Auditing Courses

Students may audit courses by paying the regular registration and tuition fees. This means enrolling in a course for informational purposes only. Regular attendance is customary, but you do not take examinations and do not receive credit for the course. Enrollment as an auditor is subject to the permission of the instructor, and only after students otherwise eligible to enroll in the course on a credit basis have had an opportunity to do so. Auditors are subject to the same registration and tuition fee structure as credit earning students. Additionally, as an auditor, graduate students may not change to credit status after the last day to add classes without special permission. Normally, if enrolled for credit, graduate students may not change to audit after the second week of classes.

Credit Hours

Students will attend classes that follow the CSU credit hour definition, which is consistent with federal law (600.2 and 600.4 revised July 1, 2020) and requirements of the WASC Senior College and University Commission (WSCUC). The CSU defines one credit hour as an amount of work in learning outcomes and verified by student achievement. As in the past, a credit hour is assumed to be a 50-minute (not 60-minute) period. In courses, such as those offered online asynchronously, in which "seat time" does not apply, a credit hour may be measured by an equivalent amount of work, as demonstrated by student

achievement. WSCUC shall require its accredited institutions to comply with this definition of the credit hour; and it shall review periodically the application of this credit-hour policy across the institution, to ensure that credit hour assignments are accurate, reliable, appropriate to degree level, and that they conform to commonly accepted practices in higher education.

Academic Credit for Prior Experiences

In recognizing that intellectual growth can occur in settings other than the classroom, California State University, Chico has adopted a policy under which students may petition to have their previous non-classroom experiences evaluated for possible academic credit, up to a maximum of 30 units for undergraduates. You may obtain additional information and a petition to request an evaluation of previous non-classroom experiences from the [Undergraduate Education](#) office, SSC 460, 530-898-6891. You must pay the appropriate registration and tuition fees for any credit granted.

Course Registration, Change of Program, and Withdrawal Policies

Students register for classes in their Student Center through the University Portal through two enrollment periods. Students are assigned an enrollment appointment period prior to each semester. Once the appointment period has ended, there will be an open add/drop enrollment period where students can add and drop classes in their Student Center.

- During the third and fourth week of classes, students must use the [Class Add/Update Request](#) or [Class Drop Request](#) form to make changes to their enrollment. Instructor signatures are required; the department chair and college dean may also be required.
- After the fourth week of the semester, in addition to all signatures, approval to drop courses requires a serious and compelling reason, such as extended absence due to a verifiable circumstance, necessary change in employment, and other very special cases.
- During the final three weeks of the semester, no course drops will be permitted except for circumstances clearly beyond student control.
- Graduate students who need to withdraw from the University after classes have started, must follow the official withdrawal procedures by contacting the Office of Graduate Studies. Failing to do so can result in failing grades in all courses. New students will need to reapply to the University. Continuing students should consider a Planned Educational Leave at the same time.
- Please note, there may be financial implications based on when students drop class and/or withdraw from the University; contact with the [Financial Aid and Scholarship Office](#) and [Student Financial Services](#) is important.

Course Selection Policies

Students should consult with their academic or major advisor with questions regarding the academic plan. Refer to online materials available through the program website, including required courses, electives, as well as other courses, unit, and program requirements. Enrollment into 498 and 499 courses require approval from the BSW Director.

Course Objectives

Instructors will provide, for each course, clearly stated objectives. These will be in the course syllabi. Students should be informed by the instructor the level of achievement that is expected for each grade. In multiple-section courses, there should be some level of uniformity of goals, subject matter, and grading patterns across the courses; complete uniformity is not essential.

Assignment and Change of Grades

Students can appeal for a grade to be changed and must demonstrate that the grade was not correct. In the absence of a compelling reason for change, the grade assigned is final. Examples of compelling reasons for requesting a grade change include:

1. Instructor error in computing or marking the grade
2. Clerical error in posting the grade
3. Prejudice in assigning the grade
4. Failure by the instructor to follow grade standards described in the course

Students who feel like the grade was not correct may appeal for a grade change directly to the instructor. The following can occur:

1. If the instructor agrees there is compelling reason to change the grade, a Change of Grade form will be sent to the Office of the Registrar. The department chair and college dean must approve.
2. If the instructor does not agree there is compelling reason to change the grade, the student may pursue the complaint through the Student Grievance Procedures.
3. If the instructor is not available, the department chair, in concurrence with the dean and Coordinator of Student Conduct, Rights, and Responsibilities may authorize the change of grade.

Note: Grades cannot be changed on a student academic record after a degree has been granted/posted.

Grievance Procedure Related to Grades

Students can grieve grades, University services, and academic programs through informal or formal processes through the use of the Student Grievance Procedures. For more information, consult the coordinator for [Student Conduct, Rights, and Responsibilities](#) and [Grade Appeal Policy \(EM 20-012\)](#).

Academic Disqualification, Not on Notice

Students may be disqualified, despite not being on academic notice, when the following circumstances exist:

- At the end of any semester/term, the cumulative GPA is below 1.0
- Cumulative GPA is so low that in view of overall academic record, it seems unlikely that the GPA can be corrected within a reasonable time

Notice of Disqualification

Students who are disqualified at the end of an enrollment period will be notified before the beginning of the next consecutive regular enrollment period. Failure to notify students does not create the right of a student to continue in enrollment.

Administrative-Academic Notice

Students may be placed on administrative-academic notice if any of the following occurs:

1. Withdrawal from a substantial number of courses over two consecutive semesters;
2. Failed repeatedly to make progress toward earning their degree; or
3. Failed to comply with academic professional behavior, regulations, or requirements after they have been notified of the problem.

Students will be notified of being placed on administrative-academic notice, be informed of the conditions for removal from notice, as well as the circumstances that would lead to disqualification.

Administrative-Academic Disqualification

Students who have been placed on administrative-academic notice, may be disqualified from the MSW program and university if:

1. Conditions of notice were not met within specified period;
2. Subject to another academic notice while already on administrative-academic notice; or
3. Subject to another academic notice for the same or similar reasons for which you had previously been placed on administrative-academic notice (though may not currently be on notice).

Students being disqualified will be notified of the circumstances that led to the disqualification.

Repeating Courses: Graduate Repeat with Forgiveness

Students may repeat one course for forgiveness. Before enrolling in the course, the student must file a [Post baccalaureate Petition to Repeat for Forgiveness](#) with the Office of Graduate Studies and obtain approval from the MSW Program Director. If the petition is approved, only the last grade earned in the course will be calculated in the GPA. Approval may be granted based on the following:

1. The earlier attempt must have resulted in a grade of B- or lower
2. A maximum of one course may be repeated with forgiveness
3. No regression (repeating a more elementary course after taking a more advanced course)
4. A course that may be taken more than once may not be repeated for forgiveness
5. If the course was taken at another institution, equivalency must be established
6. Students may not petition to repeat a course at another University when the original course was taken at Chico State
7. Students must be enrolled in the course
8. The grade in the original course was not based on documented academic misconduct

9. Only the last grade earned in the course will be calculated in the student's GPA, provided the student filed the petition and obtained the necessary approvals. If the student does not file the petition or obtain approval to repeat the course for forgiveness, the repeated course grade will be governed by the University.

Student Rights & Responsibilities

Title 5

[Title 5 \(PDF\)](#) is a document outlining rules and regulations, which apply to all universities in the state of California. Title 5 outlines 19 rules, which a student may be disciplined, including dishonestly, hazing, disruptive behavior, and other student conduct issues.

Student Conduct Procedures

[Executive Order 1098 \(PDF\)](#) is a document outlining the regulations surrounding the student conduct procedures. These are the policies, which govern how Student Rights and Responsibilities (as well as other departments on campus) will handle alleged violations.

Code of Student Rights and Responsibilities

[Executive Memorandum 08-40](#) is a document, which outlines the rights of students at Chico State University.

Student Rights

- The right of access to higher education
- Rights in the classroom
- Right to freedom from sexual harassment
- Right to freedom from discrimination
- Right to privacy and to inspect public records
- Right to freedom of association, expression, advocacy, and publication
- Right to contribute to university governance and curriculum
- Right to accommodation for individuals with disabilities

Grade Appeal and Student Complaint Policies

[Grade Appeal Policy \(EM 20-112\)](#) describes the procedures surrounding a student's right to appeal a final course grade.

[Student Complaint Policy \(EM 20-013\)](#) describes the procedures surrounding a complaint a student brings forward about a member of the faculty, staff, or administration, which does NOT involve discrimination, harassment, retaliation, or a grade appeal.

For complaints arising from an incident involving discrimination, harassment, or retaliation, please see our [Title IX](#) office for further support.

Alcohol, Tobacco, and Substance Policies

[Systemize Smoke and Tobacco-Free Environment \(EO 1108\)](#) places restrictions on the use of tobacco, nicotine, and related products on California State University Campuses.

[Alcohol Service at Special Events \(EM 18-009\)](#) places restrictions and regulations on the possession, consumption, service, and sale of alcohol on Chico State campus property and at Chico State campus events.

Electronic and Digital Use Policies

[Illegal Electronic File Sharing and Protection of Electronic Copyrighted Material \(EO 0999\)](#) restricts California State University hardware and software from being used to commit copyright violations.

[Alcohol Service at Special Events \(EM 97-018\)](#) outlines Chico State students' rights and responsibilities as they pertain to computing and communications technology.

Academic Integrity Policies

[Policy on Academic Integrity and Establishment of the Academic Integrity Council \(EM 18-011\)](#) defines Academic Integrity and its counterparts, cheating and plagiarism. It outlines the responsibilities that students and faculty have to maintain academic integrity and avoid cheating and plagiarism.

For more information about academic integrity violations, including how to avoid or report violations, please see our [forms and reports page](#).

Student Privacy Policies

[FERPA](#) is a Federal law that protects the privacy of student education records.

[Student Privacy Rights and Student Records Administration Policies and Procedures Document \(EM 06-034\)](#) is a Chico State document which details a student's right to the privacy of their education records, as well as procedures surrounding the maintenance and release of those records.

Speech and Affiliation Policies

[Executive Order 1068](#) establishes system wide policies, procedures, and guidelines for student organizations and activities.

[Time, Place, and Manner of Expression Policy \(EM 20-006\)](#) outlines regulations surrounding commercial and noncommercial transactions and solicitation, freedom of expression activities, amplified sound, and postings on campus property.

SOCIAL WORK PROFESSIONAL ORGANIZATIONS

National Association of Social Workers (NASW)

Code of Ethics (2021):

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

National Association of Social Workers - NASW

Founded in 1955, the National Association of Social Workers (NASW) is the largest membership organization of professional social workers in the world. NASW works to enhance the professional growth and development of its members, to create and maintain professional standards, and to advance sound social policies:

<http://www.socialworkers.org/>

California Board of Behavioral Sciences - BBS

Information and resources for the public, about the Board of Behavioral Sciences, including board members, public meeting information, and relevant law changes (legislation and regulation):

<http://www.bbs.ca.gov/>

Latino Social Workers Organization (LSWO):

The Latino Social Workers Organization is based in Chicago, Illinois. The organization has provided continuing education, student mentorship to professionals and students for over 20 years:

<https://lsw.org/>

National Association of Black Social Workers (NABSW)

The National Association of Black Social Workers, Inc., comprised of people of African ancestry, is committed to enhancing the quality of life and empowering people of African ancestry through advocacy, human services delivery, and research:

<https://www.nabsw.org/>

Association of Latina and Latino Social Work Educators (ALLSWE)

Advancing Latina/o Social Work Education:

<https://www.allswe.com/>

Council on Social Work Education (CSWE)

CSWE is the national association representing social work education in the United States:

<http://www.cswe.org/>

Association for Community Organization and Social Administration (ACOSA)

ACOSA is a professional membership organization for community organizers, activists, nonprofit administrators, community builders, policy practitioners, students and educators:

<http://www.acosa.org/joomla/>

Association of Social Work Baccalaureate Program Directors

A voluntary, individual membership association representing the interests of undergraduate education and practice in social work:

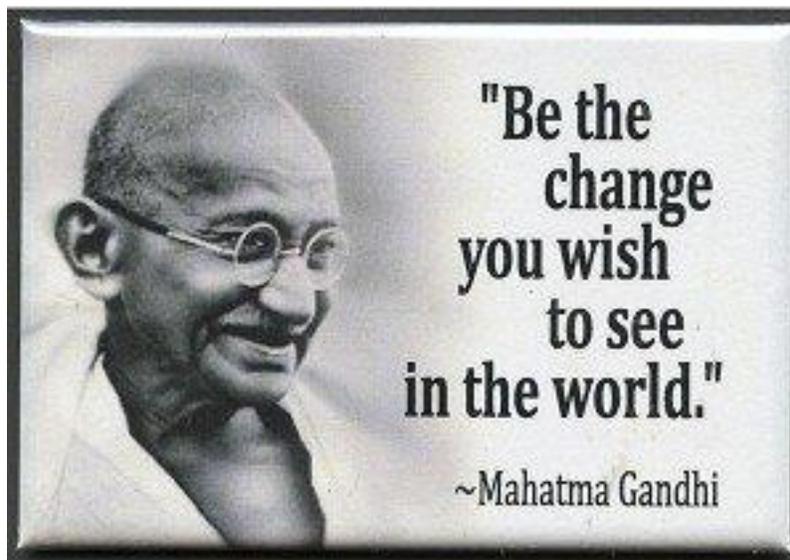
<https://www.bswpdonline.org/>

International Federation of Social Workers (IFSW)

IFSW is a global organization striving for social justice, human rights and social development through the promotion of social work, best practice models and the facilitation of international cooperation: <https://www.ifsw.org>

International Association for Social Work with Groups (IASWG)

The purpose of this non-profit, member-driven organization is to promote excellence in group work practice, education, field instruction, research and publication: <https://www.iaswg.org/>



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