

# **UNDERGRADUATE STUDENT HANDBOOK**

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## **Social Work**

School of Human Sciences  
College of Health and Human Sciences

**SOUTHERN ILLINOIS UNIVERSITY**



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Revised Fall 2026

## **MISSION OF THE SOCIAL WORK PROGRAM**

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The mission of the Southern Illinois University Carbondale Social Work programs is the educational preparation of professional social workers capable of delivering social services to meet the human service needs within the state, national, international, and global contexts, with a special focus on rural communities. Rooted in the values of the profession, the programs are committed to advancing human rights and promoting social, racial, economic, and environmental justice. Our organizing principle is the enhancement of quality of life and well-being for all people, especially those who are marginalized, oppressed, or living in poverty. Special emphasis is given to evidence-based and strengths-based practice, especially as it relates to issues of culture and diversity, and to preparation for lifelong learning and professional development.

## **MISSION OF THE BACCALAUREATE PROGRAM**

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The mission of the Baccalaureate Program is the preparation of professionals with generalist practice skills and knowledge that enable them to engage in competent, ethical, responsible, and self-critical social work practice across micro, mezzo, and macro systems. Graduates are equipped with the knowledge, skills, and professional identity to engage, assess, intervene, and evaluate practice across public and private social service settings with individuals, families, groups, and communities. Special emphasis is on commitment to anti-racism, diversity, equity and inclusion, cultivating advocacy skills, and preparing graduates for lifelong learning.

## **ACCREDITATION**

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Social Work offers a baccalaureate program leading to a Bachelor of Science degree. The BSSW program is fully accredited by the Council on Social Work Education (CSWE). For more information, write or phone:

**CSWE Accreditation**  
**1701 Duke Street, Suite 200**  
**Alexandria, Virginia 22314-3457**  
**(703) 683-8080 – Fax (703) 683-8099**  
**Website: <http://www.cswe.org/>**  
**Email: [info@cswe.org](mailto:info@cswe.org)**

## **WELCOME FROM THE OFFICE OF THE DIRECTOR OF THE SCHOOL OF HUMAN SCIENCES**

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We are delighted that you are considering a career in social work at Southern Illinois University Carbondale. Our program is grounded in the belief that professional social workers play a vital role in improving the lives of individuals by strengthening families, groups, and communities. We are deeply committed to preparing students who will advocate for social justice and expand opportunities - especially for individuals and communities that have been historically oppressed or disadvantaged.

Graduates of our Bachelor of Social Work (BSW) program are prepared for generalist practice with strong skills and knowledge rooted in family- and community-based practice models informed by social systems theory. While many of our graduates serve as essential professionals in social service agencies throughout the region, they also make meaningful contributions across the state, the nation, and around the world.

Our faculty bring a wealth of real-world experience as social work practitioners, educators, consultants, agency administrators, and researchers. They are dedicated to supporting students in a welcoming and engaging learning environment that fosters both personal growth and professional development.

The School of Human Sciences – Social Work also provides leadership across Illinois and the Lower Mississippi River Delta region in advancing social services in rural communities. We work collaboratively with other universities in the Delta as well as public and private social service agencies throughout the region. Our program is especially committed to strengthening services for children and families. The BSW and MSW programs are currently conditionally accredited by the Council on Social Work Education.

We are excited about the possibility of welcoming you into our program. We are confident that your experience here will be both challenging and inspiring—and will prepare you for a meaningful and rewarding career in social work.

Dawn Richards, Ph.D., RDN

Director, School of Human Sciences

## **NASW - CODE OF ETHICS PREAMBLE**

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The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's dual focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- service
- social justice
- dignity and worth of the person
- importance of human relationships
- integrity
- Competence.

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

**National Association of Social Workers (2025). NASW Code of Ethics. Washington, DC: NASW**

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

## NASW – ETHICAL PRINCIPLES

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The following broad ethical principles are based on social work's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.

### **Value:** *Service*

**Ethical Principle:** *Social workers' primary goal is to help people in need and to address social problems*

Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

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### **Value:** *Social Justice*

**Ethical Principle:** *Social workers challenge social injustice.*

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

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### **Value:** *Dignity and Worth of the Person*

**Ethical Principle:** *Social workers respect the inherent dignity and worth of the person.*

Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

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### **Value:** *Importance of Human Relationships*

**Ethical Principle:** *Social workers recognize the central importance of human relationships.*

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

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**Value:** *Integrity*

**Ethical Principle:** *Social workers behave in a trustworthy manner.*

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

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**Value:** *Competence*

**Ethical Principle:** *Social workers practice within their areas of competence and develop and enhance their professional expertise.*

Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

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**The NASW Code of Ethics is available online at:**

[Code of Ethics: English](#)

[Code of Ethics: Spanish](#)

The National Association of Social Workers  
750 First Street, NE, Suite 800  
Washington, DC 20002-4241  
Phone: 800-742-4089

**NASW – Illinois Chapter**

404 S. Wells Street

4<sup>th</sup> Floor

Chicago, IL 60607

Phone: 312-435-2100 (toll free in Illinois only – 877-9NASWIL)

Fax: 312-489-2367

Website: <http://www.naswil.org/>

Email: [office@naswil.org](mailto:office@naswil.org)

## UNDERGRADUATE PROGRAM OBJECTIVES

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### **Objective I: Values and Ethics**

Understand a professional foundation which builds upon a liberal arts background, includes the values and ethics of the social work profession and interprets the history and philosophy of social work as preparation for entry level social work practice within contemporary society.

### **Objective II: Reciprocal Interactions between People and Their Environment**

Apply theoretical and practical knowledge consistent with beginning generalist social work practice within organizations and service delivery systems that enhances the reciprocal interaction between people and their environment based on the ecological theoretical perspective and social systems approach and to seek change as needed.

### **Objective III: Intervening**

Apply a foundation of knowledge and generalist practice skills for intervening at appropriate systems levels in the human service delivery system in the rural, urban, and on the international level as a mechanism for enhancing the problem-solving abilities of individuals, families, groups and organizations using social work value base.

### **Objective IV: Evidence-Based Practice**

Evaluate programs and one's own practice as well as demonstrate a beginning level of understanding of and appreciation for evidence-based practice using research methods.

### **Objective V: Policy Analysis**

Understanding the mechanisms of discrimination and oppression in order to analyze current policy, and influence and formulate future policy aimed at promoting human rights, social and economic justice.

### **Objective VI: Diverse and Often Under-Represented Populations**

Practice without discrimination and apply strategies of advocacy with the skills necessary for intervention with diverse and often under-represented populations; practice with respect related to clients' age, class, color, culture, ability, ethnicity, family structure, gender, sex, sexual orientation, marital status, national origin, race and religion.

### **Objective VII: Social Work Practice Skills**

Use theory, knowledge, and empirical evidence to implement basic social work practice skills with understanding of individual behavior and development across the lifespan.

### **Objective VIII: Critical Thinking and Communication Skills**

Demonstrate the professional use of self through critical thinking and communications skills which target various client populations, colleagues and communities within the context of social work practice.

### **Objective IX: Supervision and Consultation**

Use supervision and consultation to enhance one's social work practice.

## ADVISEMENT

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The social work program at SIUC is accredited by the Council on Social Work Education (CSWE). This means that it has met the high standards of CSWE and prepares students for beginning level careers in the social work field. Toward that end, each social work student, in addition to being advised by the academic advisor, is also advised by a faculty advisor.

The **professional/faculty advisor** is a resource person whom you may consult about issues related to your major and/or your career options. For example, he/she may help you identify career opportunities, discuss issues related to entering a profession or suggest a course that best suits your special interest. Students are strongly encouraged to see their faculty advisor at least once in a semester. Each new student is assigned to a faculty advisor at the beginning of their 1<sup>st</sup> semester in the Social Work program.

The **academic advisor** is a trained advisor who will guide you toward completion of the BSSW requirements. Your advisor will help you monitor your progress toward the fulfillment of the University and Social Work graduation requirements. New freshmen and transfer students, in particular, are strongly encouraged to see their advisor for assistance in adjusting to the University system and/or when they are confused about University rules and procedures. The academic advisor for Social Work is located in Pulliam Hall Room 252 and can be reached at 618-453-8854 (appointments are required).

**A reminder:** Students should make an appointment with the academic advisor prior to the advanced registration period. Registration for Spring classes generally opens in mid-to-late October. Registration for Summer/Fall classes generally opens at the end of March or first of April, so, make your appointment with your advisor well before registration opens.

### **IMPORTANT NOTE:**

Please take the time to learn about your graduation requirements and familiarize yourself with DegreeWorks. Although the academic advisor is there to guide you, **final responsibility regarding the completion of the University and Social Work Major requirements lies with you, the student.**

## ADMISSION AND RETENTION

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### **ADMISSION**

Students who are currently enrolled at SIUC or former SIUC students in majors other than social work may request admission to Social Work, provided they have an overall grade point average (GPA) of 2.0 or higher.

Transfer students who have completed fewer than 26 credit hours must meet the admission requirements of beginning freshmen as well as have an overall GPA of 2.0 (4.0 = A), calculated according to SIUC's grading policies and procedures, from all post-secondary institutions attended.

Transfer students who have completed more than 26 credit hours must have an overall transfer GPA of 2.0 (on a 4.0 scale) to be admitted. Students may transfer at any time, but there are advantages in having completed a baccalaureate-oriented associate degree program (AA or AS).

### **RETENTION**

- ✓ Social Work majors **must** maintain a minimum overall G.P.A. of 2.25 (on a 4.0 scale)
- ✓ Students admitted into the program must achieve at least a grade of "C" in SOCW 275 and SOCW 383 courses **and** maintain at least a 2.25 overall G.P.A. (on a 4.0 scale) in each semester to remain in the program.
- ✓ Students **must** have an overall G.P.A. of 2.50 (on a 4.0 scale) in core Social Work courses (SOCW 275, 291, 383, 400A, 400B, 401, 402, 411, & 421) to enroll in the Field Practicum course (SOCW 440 & 442 Fall semester of senior year and SOCW 441 & 443 Spring semester of senior year).

## **PESAPP - POLICY FOR EVALUATING STUDENT ACADEMIC AND PROFESSIONAL PERFORMANCE**

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The BSW program prepares students to be professionals and students are expected to meet academic and professional standards consistent with the National Association of Social Work [NASW Code of Ethics](#)

Please note that the Social Work Program process for student support does not replace or overrule university disciplinary procedures. Students are also expected to adhere to the [SIU Student Code of Conduct](#).

Professional social work competence is developmental. Students enter the BSW and MSW Programs at varying stages of academic readiness, self-awareness, and professional identity formation. The Programs recognize that learning to integrate social work knowledge, values, skills, and professional behaviors occurs over time and through guided practice, feedback, reflection, and supervision.

Accordingly, concerns related to academic or professional performance are addressed using a developmental, educational, and restorative approach whenever possible, with the goal of supporting student growth while maintaining the standards necessary to protect clients, communities, and the integrity of the social work profession.

The primary goal of this policy is to support students' academic and professional success, with the understanding that becoming a professional is a gradual process. As much as possible, students are included in the process which includes Establishing common goals, identifying and repairing harm and supporting reintegration and growth by building a support system including resources for continued success.

### **A. Academic Standards for BSW Students**

Social Work majors must achieve a minimum grade of C in SOCW 275 & SOCW 383 and maintain a minimum overall 2.25 GPA (on a 4.0 scale) in their requirements for the social work major. Further, social work majors must achieve a minimum 2.5 GPA (on a 4.0 scale) in their social work major core courses (SOCW 275, SOCW 291, SOCW 383, SOCW 391, SOCW 400A, SOCW 400B, SOCW 401, and SOCW 411) to enroll in field practicum (SOCW 440, SOCW 441, SOCW 442 & SOCW 443).

## **B. Professional Standards**

Students must adhere to the NASW Code of Ethics which is guided by the following **Ethical Principles**

The following broad ethical principles are based on social work's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.

**Value:** Service

**Ethical Principle:** Social workers' primary goal is to help people in need and to address social problems

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**Value:** Dignity and Worth of the Person

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dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

**Value:** Importance of Human Relationships

**Ethical Principle:** Social workers recognize the central importance of human relationships.

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

**Value:** Integrity

**Ethical Principle:** Social workers behave in a trustworthy manner.

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers should take measures to care for themselves professionally and personally. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

**Value:** Competence

**Ethical Principle:** Social workers practice within their areas of competence and develop and enhance their professional expertise.

Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

(Excerpt from <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>)

Examples of Professional Concerns include, but are not limited to:

- Ethical violations
- Impairment affecting judgment or performance
- Unprofessional communication or conduct
- Boundary violations
- Safety concerns

### III. EARLY IDENTIFICATION & PREVENTION (MIDTERM MONITORING)

#### **Academic Support Identification**

Faculty teaching in the BSW program use the existing system for monitoring student academic performance. This progress report system includes posting concerns at the 4, 8, and 12 week marks of the semester. This includes grade status, academic performance and attendance. Faculty provide comments through this system for the academic advisor. This triggers an automatic e-mail from the provost listing support resources. The BSW academic advisor monitors progress reports and sends an email to the student(s) to further inquire on the students need for referral or consultation. The academic advisor will copy the commenting faculty and the program director

#### **Professional Support Identification**

As the student progresses through their courses and their field practicum and as they interact with others on campus and in the community, it may become apparent that their behavior is inconsistent with the values and ethics of the profession as outlined by NASW. To support student learning and professional development, the Social Work Program has established a procedure for identification of the need for support and guidance.

Professional Support Identification may be identified by:

- Course instructor
- Faculty advisor
- Academic advisor
- Field instructor or liaison
- Program director
- Staff
- Student (self-referral)

## **Process for Requesting Support for Identified Academic and/or Professional Performance Needs**

- Faculty, advisors, and administrators provide ongoing informal support to students through the normal course of teaching and advising. Students are encouraged to use informal support early if they feel they are unable to meet the academic and performance expectations of the program by engaging with faculty, director or advisor. If informal communications do not bring a resolution, within five business days (while classes are in session), faculty, staff or the student themselves should complete the “Academic & Professional Performance Support Request Form” and send it to the program director and the advisor. The program director is responsible for responding to the request, inviting appropriate faculty or field personnel. The advisor will keep paper and/or electronic copies of the form in the student’s file.
- Note that according to the Student Code of Conduct, “Instructors shall have initial jurisdiction to resolve any allegation of academic misconduct occurring within, or in relation to, any class for which he or she is the instructor. Academic misconduct that is alleged to have occurred in the course of research, scholarly activity, dissertation research, field placement or clinical practicum shall be under the initial jurisdiction of the faculty advisor or department. Such individuals shall be collectively referred to as “instructor” for the purposes of this Code.” The Student Code is accessible at: <https://srr.siu.edu/student-conduct-code/>

## **IV. TIERED RESPONSE MODEL (BSW/MSW)**

### **LEVEL 1 SUPPORT**

- Level I support is requested when: Informal support is insufficient, and the student continues to experience challenges in meeting expectations. Upon receipt of the request the program director arranges a meeting with the student and faculty member, field personnel or advisor. During the meeting, the request form is reviewed. All parties provide input and agree on goals, discuss possible solutions. A plan is developed with a timeline for reviewing progress. The program director documents the support plan, and all present sign the form (or confirm via e-mail for online students who participate in a remote meeting). The form is kept in the student’s file by the academic advisor.

- If the plan includes a follow-up meeting or check-in, this is scheduled, identifying who is responsible for what tasks and when. Follow-up meeting or communication is documented using the Academic and Professional Progress Report. Email is sent to student with summary labeled “Level I Outcome” also kept in the student’s file. All documentation is provided to student.
- Examples of Level 1 Support Request
  - Course Attendance
  - Course assignment failure
  - Student changing field practicum
  - Student professional behavior or judgment questioned.

## LEVEL 2 SUPPORT

- STUDENT ACADEMIC & PROFESSIONAL STANDARDS COMMITTEE - Level II support is requested when level I support is insufficient, more serious, ethical or multiple concerns are raised, and the student continues to experience challenges in meeting expectations. Upon receipt of the request, the program director arranges a meeting with the **Student Academic and Professional Standards Committee** which is:
  - “responsible for addressing student development and ethical standards. Administers all student appeal and grievance procedures within the guidelines of the University. The committee is chaired by either the Graduate or Undergraduate Program Director and consists of 2 additional faculty members. In the event of conflict of interest, a faculty committee member will be replaced. In accordance with the Social Work Process outlined in the student handbooks and in accordance to SIU student conduct policies. The committee meets as needed to consider the ethical/professional behavior of students and/or their academic performance, when a student receives a referral to the committee. The DEI Officer may be invited to participate by a Program Director if deemed appropriate.” (Social Work Programs Manual).
- During the meeting, the request form is reviewed. All parties provide input and discuss harm that may have occurred and what actions can be taken to repair the harm. Student, program director, field personnel, and advisor agree on a plan with a timeline for reviewing progress. The program director documents the support plan, and all present sign the form (or confirm via e-mail for online students who

participate in a remote meeting). The form is kept in the student's file by the advisor.

- If the plan includes a follow-up meeting or check-in, this is scheduled, identifying who is responsible for what tasks and when. Follow-up meetings or communications is documented using the Academic and Professional Progress Report. Email is sent to student with summary labeled "Level II Outcome" also kept in the student's file. All documentation is provided to student.
- Examples of Level II Support Request
  - Serious ethical violations
  - Safety concerns
  - Field termination or 2<sup>nd</sup> request to change field site
  - Criminal activity
  - Unresolved Level 1 concerns

#### V. POSSIBLE OUTCOMES

- Students who have been referred for Academic and Professional Support and who show evidence or success in addressing the challenges identified will continue in the program without conditions. Students may be offered continued support and resources as needed. In some circumstances students may be offered a reduced course load or a leave from course work. If the challenges remain unresolved, the student will meet with the program director and school director to explore options, which may include dismissal from social work, changing major or disconnecting from the university.

#### VI. APPEALS PROCESS

Similar to the Student Conduct Code, Appeals requests are limited to:

- 1) A procedural error occurred that significantly impacted the outcome of the administrative conference (e.g. substantiated bias, material deviation from established procedures, etc.).
- 2) To consider new evidence, unknown at the time of the original conference or investigation that could substantially impact the original finding or sanction. Failure to provide information during or to participate in an investigation or a conference, even resulting from concern over pending criminal or civil proceedings, does not make

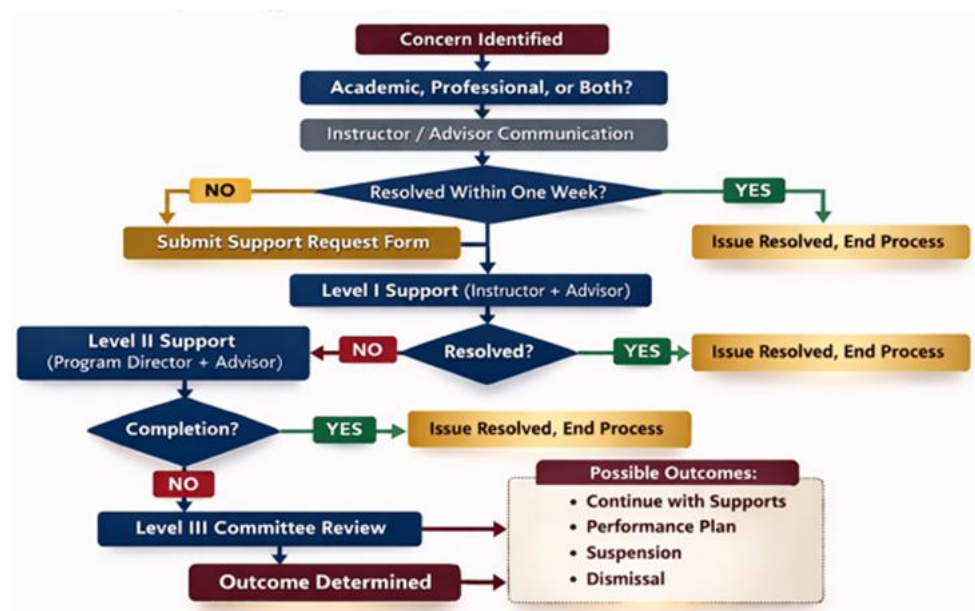
evidence “unknown” at the time of the conference. A summary of this new evidence and its potential impact must be included in the appeal.

- 3) The sanctions imposed are substantially disproportionate to the severity of the violation.
- 4) Students provide written appeal within 5 business days to the program director.

## APPENDICES

### Appendix A: Academic and Professional Performance Review Flowchart

The following flowchart visually outlines the tiered response process used by the BSW and MSW Programs to identify, support, and address student academic and professional performance concerns.



## Appendix B: Required Forms

The following forms are used in the implementation of this policy:

- Midterm Academic & Professional Progress Report
- Academic & Professional Performance Support Request Form
- Performance Improvement Plan (PIP)

These forms are maintained by the BSW and MSW Programs and are available to students, faculty, and field instructors.

## Academic and Professional Support Flowchart Summary

The complete process proceeds as follows:

1. Concern Identified
2. Determination: Academic, Professional, or Both
3. Pre-Request Instructor/Field/Advisor Communication
4. Resolved Within One Week?
  - a. Yes → End
  - b. No → Level I
5. Level I Support (Instructor + Advisor)
  - a. Resolved → End
  - b. Not Resolved → Level II
6. Level II Support (Program Director + Advisor; Performance Notice/Plan)
  - a. Successful Completion → End
  - b. Not Successful → Level III
7. Level III Committee Review (Restorative Review)
8. Outcome Determined
9. Appeal Rights Provided

## Academic & Professional Performance Support Progress Report

Student Name: \_\_\_\_\_

Student ID: \_\_\_\_\_

Program: ☐ BSW ☐ MSW

Course / Field Placement: \_\_\_\_\_

Instructor / Field Instructor: \_\_\_\_\_

Semester / Year: \_\_\_\_\_

| Area                    | Status (Satisfactory /Concern) | Comments |
|-------------------------|--------------------------------|----------|
| Academic Performance    |                                |          |
| Professional Behavior   |                                |          |
| Field Performance       |                                |          |
| Attendance & Engagement |                                |          |

Resolution Summary:

Instructor/Advisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

## Academic & Professional Performance Support Request Form

Student Name: \_\_\_\_\_

Program: ☐ BSW ☐ MSW

Person Submitting Concern: \_\_\_\_\_

Role: ☐ Instructor ☐ Advisor ☐ Field Instructor ☐ Student ☐ Faculty Advisor ☐ Other

Date of Concern: \_\_\_\_\_

Nature of Concern (check all that apply):

☐ Academic Performance

☐ Professional Behavior

☐ Ethical Concern

☐ Field Performance

☐ Attendance / Engagement

☐ Other: \_\_\_\_\_

Description of Concern (attach documentation if applicable):

Requested Level of Support: ☐ Level 1 ☐ Level 2 ☐ Level 3

**Academic & Professional Performance Support**  
**Performance Improvement Plan (PIP)**

Student Name: \_\_\_\_\_

Program: ☐ BSW ☐ MSW

Advisor: \_\_\_\_\_

Program Director: \_\_\_\_\_

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

Identified Areas for Improvement:

| Behavior / Area | Expected Change | Support / Resources | Timeline / Review Date | Date Resolution Completed |
|-----------------|-----------------|---------------------|------------------------|---------------------------|
|                 |                 |                     |                        |                           |
|                 |                 |                     |                        |                           |
|                 |                 |                     |                        |                           |

Resolution Summary:

**Signatures:**

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

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

Program Director: \_\_\_\_\_ Date: \_\_\_\_\_

## **SOCIAL WORK - BSSW UNDERGRADUATE PROGRAM**

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The social work curriculum is designed to prepare students for beginning level social work practice. The 120 semester hours of required course work leading to a Bachelor of Science degree are presented in three curricula areas:

- University Core Curriculum Requirements.....39 hrs.
- Electives.....21 hrs.
- Requirements for a Major in Social Work.....60 hrs.
  - Sociology 108, Psychology 102, Economics 113, Political Science 114, and either Plant Biology 115 or Zoology 115
  - Two Electives in the Liberal Arts – **300/400 level** courses in either Anthropology, Philosophy, History, Political Science, Psychology, or Sociology
  - Introductory Statistics course - SOCW 397 (preferred), PSYC 211, SOC 308, MATH 282, or QUAN 402
  - Foundations of Social Work – SOCW 275, 291, 391, 400A, 400B, 411, & 421
  - Social Work Practice – SOCW 383, 401, 402, 440, 441, 442 & 443
  - Two Electives in Social Work Policy, Practice, & Issues – **300/400 level** courses which could include: SOCW 350abc, 361, 396, 446, 478, 480 & 482, 496 or SPED 300 (which is required for MSW School Social Work Endorsement and is highly suggested), or other **pre-approved** 300/400 level electives.

Visit us online at: <http://ehs.siu.edu/socialwork/>

Email us at: [SocialWorkFrontDesk@siu.edu](mailto:SocialWorkFrontDesk@siu.edu)

## SUGGESTED NEW STUDENT SEQUENCE GUIDE: FRESHMAN AND SOPHOMORE YEARS

### FRESHMAN YEAR

| FALL     |                           | Grade        | Hrs              |
|----------|---------------------------|--------------|------------------|
| CMST 101 | Intro Oral Communication  |              | 3                |
| ENGL 101 | Composition I             |              | 3                |
| MATH 101 | Intro Contemporary Math** |              | 3                |
| UNIV 101 | Saluki Success            |              | 1                |
|          | UCC Human Health          |              | 2                |
|          | General Elective          |              | 3                |
|          |                           | <b>Total</b> | <b><u>15</u></b> |

| SPRING   |                                     | Grade        | Hrs              |
|----------|-------------------------------------|--------------|------------------|
| ENGL 102 | Composition II                      |              | 3                |
| SOC 108  | Intro to Sociology*                 |              | 3                |
| SOCW 201 | Intro to the Social Work Profession |              | 3                |
|          | UCC Humanities                      |              | 3                |
|          | UCC Physical Science                |              | 3                |
|          |                                     | <b>Total</b> | <b><u>15</u></b> |

### SOPHOMORE YEAR

| FALL     |                                        | Grade        | Hrs              |
|----------|----------------------------------------|--------------|------------------|
| PSYC 102 | Intro to Psychology*                   |              | 3                |
| SOCW 275 | Social Welfare as a Social Institution |              | 3                |
|          | Statistics**                           |              | 3                |
|          | UCC Humanities                         |              | 3                |
|          | UCC Multicultural                      |              | 3                |
|          |                                        | <b>Total</b> | <b><u>15</u></b> |

| SPRING   |                                                                    | Grade        | Hrs              |
|----------|--------------------------------------------------------------------|--------------|------------------|
| ECON 113 | Econ Contemp Social Issues*                                        |              | 3                |
| POLS 114 | Intro to American Politics*                                        |              | 3                |
| SOCW 291 | Social Services and Minority Groups                                |              | 3                |
|          | UCC Biological Science<br>ANTH 240 or PLB/ZOOL 115, Human/Gen Bio* |              | 3                |
|          | UCC Fine Arts                                                      |              | 3                |
|          |                                                                    | <b>Total</b> | <b><u>15</u></b> |

\* Required for Social Work major.

\*\* Required to enroll in SOCW 411

\*\*\* Must have an overall grade point average of 2.50 (on a 4.0 scale) in core Social Work

## SUGGESTED NEW STUDENT SEQUENCE GUIDE: JUNIOR AND SENIOR YEARS

### JUNIOR YEAR

| FALL      |                                                   | Grade        | Hrs              |
|-----------|---------------------------------------------------|--------------|------------------|
| SOCW 383  | Social Work Interviewing and Interpersonal Skills |              | 3                |
| SOCW 391  | ADEI and Social Work                              |              | 3                |
| SOCW 400A | Human Beh/Soc Env SW I                            |              | 3                |
|           | Liberal Arts 3XX, 4XX Elective                    |              | 3                |
|           | SOCW 3XX, 4XX Social Work Elective                |              | 3                |
|           |                                                   | <b>Total</b> | <b><u>15</u></b> |

| SPRING    |                                    | Grade        | Hrs              |
|-----------|------------------------------------|--------------|------------------|
| SOCW 400B | Human Beh/Soc Env SW II            |              | 3                |
| SOCW 401  | Generalist Practice I              |              | 3                |
| SOCW 411  | Research Methods in Social Work    |              | 3                |
|           | Liberal Arts 3XX, 4XX Elective     |              | 3                |
|           | SOCW 3XX, 4XX Social Work Elective |              | 3                |
|           |                                    | <b>Total</b> | <b><u>15</u></b> |

### SENIOR YEAR

| FALL     |                         | Grade        | Hrs              |
|----------|-------------------------|--------------|------------------|
| SOCW 402 | Gen Practice in SW II   |              | 3                |
| SOCW 421 | Social Welfare Policy   |              | 3                |
| SOCW 440 | Field Practicum 1 ***   |              | 3                |
| SOCW 442 | Field Practicum Seminar |              | 3                |
|          | General Elective        |              | 3                |
|          |                         | <b>Total</b> | <b><u>15</u></b> |

| SPRING   |                         | Grade        | Hrs              |
|----------|-------------------------|--------------|------------------|
| SOCW 441 | Field Practicum 2 ***   |              | 3                |
| SOCW 443 | Field Practicum Seminar |              | 3                |
|          | General Elective        |              | 3                |
|          | General Elective        |              | 3                |
|          | General Elective        |              | 3                |
|          |                         | <b>Total</b> | <b><u>15</u></b> |

\* Required for Social Work major.

\*\* Required to enroll in SOCW 411

\*\*\* Must have an overall grade point average of 2.50 (on a 4.0 scale) in core Social Work

## SUGGESTED TRANSFER SEQUENCE GUIDE: JUNIOR AND SENIOR YEARS

### JUNIOR YEAR

| FALL      |                                                   | Grade        | Hrs              |
|-----------|---------------------------------------------------|--------------|------------------|
| SOCW 383  | Social Work Interviewing and Interpersonal Skills |              | 3                |
| SOCW 391  | ADEI and Social Work                              |              | 3                |
| SOCW 400A | Human Beh/Soc Env SW I                            |              | 3                |
|           | Liberal Arts 3XX, 4XX Elective                    |              | 3                |
|           | SOCW 3XX, 4XX Social Work Elective                |              | 3                |
|           |                                                   | <b>Total</b> | <b><u>15</u></b> |

| SPRING    |                                    | Grade        | Hrs              |
|-----------|------------------------------------|--------------|------------------|
| SOCW 401  | Generalist Practice I              |              | 3                |
| SOCW 411  | Research Methods in Social Work    |              | 3                |
| SOCW 400B | Human Beh/Soc Env SW II            |              | 3                |
|           | Liberal Arts 3XX, 4XX Elective     |              | 3                |
|           | SOCW 3XX, 4XX Social Work Elective |              | 3                |
|           |                                    | <b>Total</b> | <b><u>15</u></b> |

### SENIOR YEAR

| FALL     |                         | Grade        | Hrs              |
|----------|-------------------------|--------------|------------------|
| SOCW 402 | Gen Practice in SW II   |              | 3                |
| SOCW 421 | Social Welfare Policy   |              | 3                |
| SOCW 440 | Field Practicum 1 ***   |              | 3                |
| SOCW 442 | Field Practicum Seminar |              | 3                |
|          | General Elective        |              | 3                |
|          |                         | <b>Total</b> | <b><u>15</u></b> |

| SPRING   |                         | Grade        | Hrs              |
|----------|-------------------------|--------------|------------------|
| SOCW 441 | Field Practicum 2 ***   |              | 3                |
| SOCW 443 | Field Practicum Seminar |              | 3                |
|          | General Elective        |              | 3                |
|          | General Elective        |              | 3                |
|          | General Elective        |              | 3                |
|          |                         | <b>Total</b> | <b><u>15</u></b> |

\* Required for Social Work major.

\*\* Required to enroll in SOCW 411

\*\*\* Must have an overall grade point average of 2.50 (on a 4.0 scale) in core Social Work

## **SOCIAL WORK COURSES**

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### **201 - An Introduction to the Social Work Profession**

Explore the professional side of Social Work, establish the foundation for success in their education and professional development. Must be a social work major and have successfully completed UNIV 101. Credit Hours: 3

**275 - Social Welfare as a Social Institution** Explores the interdependence of social, cultural, political and economic factors in the history and practice of social welfare with special reference to development of the social work profession. Focus on service integration and coordination in community-based delivery systems in rural areas, especially for poor and oppressed populations. Minimum grade "C" required. Credit Hours: 3

**291 - Social Services and Minority Groups** Exploration of the needs, experiences and attitudes of minority populations pertaining to delivery of social services in rural settings. Emphasis on relationship of cultural diversity to practice, policy and research content. Credit Hours: 3

**295 - Volunteerism & Service Learning** This course is designed for first year and second year students who are volunteering service to community, social service, or health agencies in southern Illinois. Credit based upon time spent in direct service. Mandatory Pass/Fail. Credit Hours: 1-6

**350 ABC (1 to 6) Social Work Special Issues** (A) Practice (B) Policy and Planning (C) Public Welfare Services. Topics will be selected from these three areas. Limited to no more than three (3) credit hours per semester. May be repeated as topic varies up to six semester hours. Junior standing or higher.

**361 - Child and Family Services** Problems of child-parent relationships and difficulties in social functioning of children and adolescents. Adoptions, foster home and institutional placements, protective services. Focus on services in rural areas. Restricted to 3<sup>rd</sup> year standing or higher. Credit Hours: 3

**363 - Social Work Practice with Older Adults** Basic concepts of social work methods applied to the older adult group. Characteristics of the aged group, its needs and potential. Social trends and institutions involved in services to the aged. Restricted to 3<sup>rd</sup> year standing or higher. Credit Hours: 3

**366 - Policies and Programs for Older Adults** An introduction to public policy, program and planning for older adults. A framework is utilized for analyzing policy issues, programs, and research in such areas as income maintenance, long term care, transportation, leisure time, housing and social services in order to aid present and future practitioners who work with older adults. Restricted to 3<sup>rd</sup> year standing or higher. Credit Hours: 3

**383 - Social Work Interviewing and Interpersonal Helping Skills** This is an introductory course in interpersonal skills in social work practice within a systems context. Intake, interviewing and recording are emphasized. Focus on practice in multi-service settings. Prerequisite: PSYC 102. Restricted to Social Work Majors only with 3<sup>rd</sup> year standing or higher. Minimum grade “C” required. Credit Hours: 3

**391- ADEI and the Social Work Practice** Application of ADEI knowledge, anti-racism, diversity, equity, and inclusion across populations. Engage with community to apply skills to develop understanding of Social Work practice, diversity, and intersectionality. Prerequisite: SOCW 291 with a grade of C or higher. Restricted to Social Work majors only with 3<sup>rd</sup> Year standing or higher. Credit Hours: 3

**396 - Readings in Social Work** Varying topics not ordinarily covered in depth in regular courses and of specific interest to advanced students. Special approval is needed from the instructor and School Program Director. Credit Hours: 1-3

**397 - Statistics for Social Work** Statistical methods as applied to social work, focusing on basic descriptive and inferential statistics and their relationship to social work research. Students are provided with statistical methods and models that are applicable to social work research. Lastly, students are prepared to critically analyze published research and apply statistical principles in their own research. Restricted to Social Work Majors only with 3<sup>rd</sup> year standing or higher. Credit Hours: 3

**400A - Human Behavior and the Social Environment for Social Work Practice I** The first of two courses that examine the normal and dysfunctional life span development from a systems theory perspective. The first course focuses on the behavior of individuals and families. It also explores the impact of the environment and the implications for generalist practice with rural populations. Not for graduate credit. Prerequisite: PLB/ZOOL 115 or ANTH 240A and SOC 108. Restricted to Social Work Majors only with 3<sup>rd</sup> year standing or higher. Credit Hours: 3

**400B - Human Behavior and the Social Environment for Social Work Practice II** The second of two courses that examines the normal and dysfunctional life span development from a systems theory perspective that is used to examine the theoretical and practice implications of the life cycle as they relate to the development of groups and organizations. The course links content to generalist practice skills taught in 401 and 402. Not for graduate credit. Prerequisite: PLB/ZOOL 115 or ANTH 240A and SOC 108. Restricted to Social Work Majors only with 3<sup>rd</sup> year standing or higher. Credit Hours: 3

**401 - Generalist Practice in Social Work I** The first of two courses, which prepares for generalist practice. Focuses on intervention skills with individuals and families at a beginning level of proficiency. Emphasis on assessment and treatment in multi-service agencies in rural settings.

Not for graduate credit. Prerequisite: SOCW 275 and SOCW 383 with a minimum grade C. Restricted to Social Work Majors only with 3<sup>rd</sup> year standing or higher. Credit Hours: 3

**402 - Generalist Practice in Social Work II** Continuation of SOCW 401. Generalist practice skills and knowledge with groups, organizations and communities at beginning level of proficiency. Emphasis on assessment and treatment in multi-service agencies in rural settings. Not for graduate credit. Prerequisite: SOCW 275 and SOCW 383 with a minimum grade C. Restricted to Social Work Majors only with 3<sup>rd</sup> year standing or higher. Credit Hours: 3

**411 - Research Methods in Social Work** Social work research in generalist practice that examines the principles, concepts and methods of scientific investigation in terms of its application to social work research and practices. Provides basic skills for self-assessment research in field practicum in spring semester. Not for graduate credit. Prerequisite: an introductory statistics course. Restricted to Social Work Majors only with 3<sup>rd</sup> year standing or higher. Credit Hours: 3

**421 - Social Welfare Policy** In-depth examination of current social welfare policy and program issues in the context of social welfare history in the United States. Utilizes a systematic analytical framework for critical study of multiple causal factors (socio-economic, cultural, governmental structure). Prerequisites: ECON 113; POLS 114, & SOCW 275. Not for graduate credit. Restricted to Social Work Majors only with 3<sup>rd</sup> year standing or higher. Credit Hours: 3

**SOCW 440 - Field Practicum I** Students are expected to complete 420 hours in an approved social service agency during the course of their 4th Year. The first 210 hours will be completed in SOCW 440. Utilizes learning contracts with goals, objectives and evaluation to integrate course content into practice, including practice self-assessment. Not for graduate credit. Mandatory Pass/Fail. Restricted to 4th Year standing with GPA of 2.50 in core social work courses. Prerequisites: SOCW 201, 275, 291, 383, 391, 400A, 400B, 401, 402, 411, 421. Must be taken concurrently with weekly practicum seminar, SOCW 442 Fall Senior year. Required to attend Practicum orientation before placement. Credit Hours: 3

**SOCW 441 - Field Practicum II** Students are expected to complete 420 hours in an approved social service agency during the course of their 4th Year. The first 210 hours are completed in SOCW 440 and the final 210 hours completed in SOCW 441. Utilizes learning contracts with goals, objectives and evaluation to integrate course content into practice, including practice self-assessment. Not for graduate credit. Mandatory Pass/Fail. Restricted to 4th Year standing with GPA of 2.50 in core social work courses. Prerequisites: SOCW 201, 275, 291, 383, 391, 400A, 400B, 401, 402, 411, 421, & 440. Must be taken concurrently with weekly practicum seminar, SOCW 443, Spring Senior year. Required to attend Practicum orientation before placement. Credit Hours: 3

**SOCW 442 - Field Practicum Seminar I** The seminar assists the student who is in field practicum to systematically conceptualize and integrate the field experience with generalist systems theory, skills and knowledge. The seminar builds on and reemphasizes content provided in previous social work courses. Seminar discussion focuses on shared fieldwork experiences: practice issues related to social work principles, ethics and professionalism, and intervention strategies. Not for graduate credit. Fall Senior year, to be taken concurrently with SOCW 440. Credit Hours: 3

**SOCW 443 - Field Practicum Seminar II** The seminar assists the student who is in field practicum to systematically conceptualize and integrate the field experience with generalist systems theory, skills and knowledge. The seminar builds on and reemphasizes content provided in previous social work courses. Seminar discussion focuses on shared fieldwork experiences: practice issues related to social work principles, ethics and professionalism, and intervention strategies. Not for graduate credit. Fall Senior year, to be taken concurrently with SOCW 441. Credit Hours: 3

**446 - Selected Topics in Social Work (A-L)** Elective seminars on selected problems and issues in social work practice. Content varies with interests of instructor and students. (A) Counsel with Individuals, (B) Practice with Groups, (C) Intervention with Traumatic Stress Events, (D) Medical Social Work, (E ) Substance Abuse and Mental Health, (F) Family Therapy, (G) Administration and Grant Writing, (H) Child Welfare, (I) Spirituality, (J) Adoption Policy and Practice, (K) Military Social Work, (L) Other. Restricted to 3<sup>rd</sup> year standing or higher. Credit Hours: 3 hours per section

**478 (1 to 6) International Social Work: Generalist Policy and Practice (A-C)** Provides an international perspective for the study of social work groups, organizations and communities. Focuses on the examination of assessment and problem solving interventions and cross-cultural comparisons of policy and practice. (A) Study Abroad Germany, (B) Classroom-Based, (C) Other.

**480 - Illinois Child Welfare I: Foundation** This is the first course of two in the University Partnership Program in collaboration with the Illinois Department of Children and Family Services (DCFS) and SIUC. This course includes core competency developed by the IL DCFS that focuses on the fundamental knowledge required for child welfare licensure in Illinois. Students wishing to qualify for employment within DCFS or Private Child Welfare Agencies upon graduation must also complete SOCW 482 and pass DCFS Licensure exams offered during the course. Course can also serve as a stand-alone elective. Open to Undergraduate and Graduate students. Credit Hours: 3

**482 - Illinois Child Welfare 2: Core Competencies** This is the second course of two in the University Partnership Program in collaboration with the Illinois Department of Child and Family Services (DCFS) and SIUC. This course includes core competency developed by the IL DCFS that focuses on the current child welfare policy, practice, and research issues intended to prepare students for employment in Illinois public and private child welfare agencies. Students wishing

to qualify for employment within DCFS upon graduation must also complete SOCW 80 and pass DCFS Licensure exams offered during the course. Prerequisite: SOCW 480. Open to Undergraduate and Graduate students. Credit Hours: 3

**496 - Independent Research in Social Work** Provides opportunity for students to conduct independent research with the guidance of a faculty member. Topics of research are identified by the student and faculty member. Special approval needed from the instructor and School Program Director. Credit Hours: 1-3

## **ELECTIVE REQUIREMENTS**

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### **Liberal Arts Electives**

A total of Six (6) credit hours of 300/400 level electives are required in the Liberal Arts. Courses can be selected from: Anthropology, History, Philosophy, Political Science, Psychology or Sociology. Check with your Academic Advisor for suggestions and pre-approval prior to registration.

### **Social Work Policy, Practice, and Issues (Social Work Electives)**

A total of Six (6) credit hours of 300/400 level electives are required of all Social Work majors. Please check with your Academic Advisor for suggestions and pre-approval prior to registration.

### **General Electives**

Twenty-One (21) credit hours of general electives are required for all social work majors to make the minimum 120 credit hours required for graduation. **Any course taken above the minimum Core Curriculum and Major requirements is considered a University elective.** If you have questions on whether or not you need further general electives for graduation, please talk with your Academic Advisor.

For students considering moving into the MSW program with an interest in School Social Work Professional Educators License, it is highly recommended they take SPED 200 as one of their general elective requirements to satisfy the prerequisite required for the PEL Endorsement once admitted to the MSW program.

## FULL-TIME FACULTY

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**Basler, Sarah, MSW, LCSW, CADC/CODP** – *Undergraduate Field Coordinator-Associate Instructor*

**Education** – B.S.W., Southern Illinois University Carbondale. M.S.W., Southern Illinois University, Carbondale.

**Experience** – Sarah Basler, LCSW completed her BSW and MSW at Southern Illinois University-Carbondale. Sarah is a certified Alcohol and Drug Counselor with her Co-Occurring Substance Use and Mental Health Disorder Professional endorsement with IAODAPCA (CADC, CODP). Sarah has more than 20 years of clinical experience. She has worked in a variety of areas in the Social Service field.

She has worked in the substance use disorder field for 15 years. She worked with adults and adolescents in residential therapy, outpatient, and as a manager in the admissions department at Gateway Foundation. Sarah has also worked as a civilian contractor with the Illinois National Guard to assist and support family members through deployments during OIF/OEF. She has worked with children and family, and youth in care. Before starting as the Undergraduate Coordinator at SIU-C Sarah worked in the hospital setting in the behavioral health department in the emergency department at Herrin Hospital. Sarah is a member of the SIU-C Trauma Behavioral Health Fellowship and has extensive training in trauma informed care. Sarah has had extensive training in CBT, DBT, Motivational interviewing, Seeking Safety and Mindful Base Sobriety.

**Teaching Areas** – Field Practicum, Social Welfare, Interviewing, Generalist Practice

**Research Interests** -

**Brinker, Paul, MSW** – *Graduate Field Practicum Coordinator & Instructor*

**Education** – B.S.W., Southern Illinois University Carbondale. M.S.W. – Southern Illinois University Carbondale.

**Experience** – Worked for the Department of Children and Family Services (DCFS) for 26 years, 19 in supervision, starting as a contract employee progressing through the ranks of social worker. He became the supervisor of the Murphysboro Field Office in 1983, holding that position until retirement in 2002. Primary experience was working with families and children. He started and maintained a mentoring program in Jackson County for children that DCFS worked with, as well as other community resources. He coordinated and supervised a contract between DCFS and SIU Carbondale Counseling Center that provided counseling and intra-familial sexual abuse and educational opportunities for PhD students. In 1979, he was the founder of the Screening Committee for Abuse and Neglect (SCAN Team), which incorporated the medical and legal, as well as the public health field, with social workers to discuss the most serious cases of child abuse and neglect. The SCAN Team continues to this day, meeting monthly to assist in the protection and the provision of services to children and families. He also served as a supervisor of a private agency that worked with special needs foster

placements. He has volunteered, assisting families in developing Individualized Educational Plans, and continues to advocate for children and families involved in the child welfare system. He made a presentation at the 1996 National Child Welfare Conference on Behavior Analysis and Public Child Welfare.

**Teaching areas** – Graduate practicum seminar, child welfare practice, health/mental health practice.

**Research interests** – Protective service child welfare, social justice through advocacy, community development.

**Dobie, Sarah, MSW, PhD, LCSW, ACSW** – *Graduate Program Director and Associate Professor*

**Education** – BA, General Studio Art, Southern Illinois University Carbondale. MSW, Southern Illinois University Carbondale. PhD, Social Work, University of Illinois Urbana.

**Experience** – Ms. Buila has experience as an instructor and as a practitioner. Since 1998, she has taught a variety of courses at SIUC. She has over ten years of experience in the field of mental health, including individual and group counseling in both psychiatric hospital and community settings. She has worked with adults and children, senior adults, disabled adults, and persons with substance abuse. She has extensive experience in psychiatric crisis intervention. She has also worked in the field of medical social work in home health and in hospitals, both in rural communities. This includes working with persons with acute, chronic, or terminal illness. She worked as a volunteer case manager for individuals with HIV for the Southern Illinois Regional Effort of AIDS.

**Teaching areas** – Social work research methods, statistics, interviewing skills, social welfare policy, generalist practice, substance abuse, psychosocial disorders, health/mental health practice.

**Research interests** – Social support and management of chronic mental illness, mental illness in childhood, health care policy, and international social welfare.

**Gwaltney, Tammy, MSW, Ed.D. LSW** – *Assistant Professor of Practice.*

**Education:** B.A. Sociology - SIU Carbondale, Illinois; M.S.W. Brown School of Social Work Washington University - St. Louis, Missouri. Doctor of Education (Ed.D) Organizational Management – Oakland City University – Oakland City, Indiana.

**Experience:** Dr. Gwaltney began teaching at SIU in 2021. Prior to teaching, for over forty years she provided direct client care and started/ran several private non-profits that focused on health, mental health, child welfare and personal violence. Additionally, she served on community nonprofit boards, provided nonprofit consulting, conducted numerous speaking engagements, hosted a TV program, recruited international students and was instrumental in helping create and run a child and adult forensic sexual violence center. Throughout her career she has focused on grant writing, fundraising, organizational operations, policy and macro practice issues.

**Teaching Areas:** Interviewing, policy, groups and organizations, generalist rural practice, health/mental health, macro practice.

**Research interests:** Social policy, child welfare, diversity, nonprofit management, grants and nonprofit funding.

**Harlow, Sherrie, MSW, LCSW, Online Graduate Field Practicum Coordinator and Associate Lecturer**

**Education** - BSW, Social Work, Southern Illinois University Carbondale, 2003. MSW, Social Work, Southern Illinois University Carbondale, 2004.

**Experience** - Ms. Harlow joined the social work program in 2019. She previously held positions with Southern Illinois Health Care as the Director of Mental and Behavioral Health Services and Program Director, SIU Integrated Assessment Program. She has over two decades of practice experience in administration, child welfare, and mental and behavioral health services. She is a member of the National Association of Social Workers. She has served on various task forces and work groups including, but not limited to, Illinois Hospital Administration, Illinois Healthcare and Family Services Telemedicine Taskforce, Illinois Children's Mental Health Partnership Early Intervention Workgroup, Illinois Opioid Crisis Response Advisory Council Member, and IBSA Administrative group co-chair.

**Teaching area** - Field Education, Social Work Practice

**Research Interests** – Mental and behavioral health, child welfare, psychosocial disorders. Ms. Harlow has presented on the topics of Screening and Brief Intervention for Alcohol and other Drug abuse, Child Welfare, Grief, Mental Health, Managing Stress and Anxiety in the Workplace. Ms. Harlow has also coauthored a study relevant to Correlates of Multiple Placements in Foster Care.

**Harper, Joseph, MSW, MBA, Undergraduate Program Director and Associate Instructor**

**Education** – MBA, Fontbonne College, St. Louis, MO; MSW, Washington University, St. Louis, MO

**Experience** – Mr. Harper joined the social work program in 2021. He previously held positions with the Illinois Department of Human Services Division of Mental Health including Executive Director of the Southern Region and Hospital Administrator of Chester Mental Health Center. He has served as the program administrator for mental health services at Menard Correction Center which is the state's largest maximum-security correctional facility. He has prior practice experience in child welfare, employee assistance programs, and outpatient mental health services. He has been a long-term member of the National Association of Social Workers and former First Vice-President of the Illinois Chapter. He also served as the Chair of NASW-IL's statewide Political Action Committee. He has previously served as the Chair of the Metro East St. Louis District and has represented the Illinois Chapter at the past Delegate Assemblies.

**Teaching areas** – Social Work Practice; Policy Practice; Generalist Practice; Psychosocial Disorders

**Research interests** - Mr. Harper has presented on the topic of services to forensic patients at several conferences including those held by the Illinois Chapter of the National Association of Social Workers, the National Commission on Correctional Health Care, and the Association for the Treatment of Sexual Abusers. Mr. Harper has also coauthored several publications in the field forensic social work practice and has served as an expert witness regarding forensic populations. Mr. Harper is has served as a member of the clinical examination committee with the Association of Social Work Boards and remains involved in exam development activities.

**Hopes, Diedra, MSW, Associate Instructor**

**Education** – MSW, University of Oklahoma

**Experience** – Diedra Hopes obtained a Masters of Social Work in 2015 from the University of Oklahoma. Diedra has a variety of experiences in different areas of Social Work and continues to work in the field as a Clinical Manager at Centerstone of Illinois.

Diedra is a Licensed Clinical Social Worker in the State of Illinois. She has micro-level clinical experience with specializations in adolescents/young adult psychotherapy, as well as child welfare residential care and medical social work. Additionally, Diedra has macro-level clinical experience with specializations in youth services, crisis intervention and crisis stabilization. Diedra started her practice in the State of Oklahoma, where she completed all Oklahoma state requirements to be a certified Trauma Focused Cognitive Behavioral Therapy provider. Diedra has experience providing therapy to children, as well as family therapy involving parents and young children. Diedra has additional areas in education and experience that include end of life, grief and bereavement intervention. Diedra started as an Adjunct Faculty in January 2019 and moved into a full time role in August 2021. As an instructor in the field of social work, Deidra's goal is to provide future social workers with adequate and accurate knowledge of clinical social work as a whole.

**Teaching areas** – Psychosocial Disorders; Social Work Practice, Diversity, Social Work Research; Field Practicum

**Research interests** –

**Koen, Nina, DSW, LCSW – Associate Instructor**

**Education** – BSW, Social Work, *Southern Illinois University Carbondale*, 2006. MSW, Social Work, *Southern Illinois University Carbondale*, 2007. DSW, *Barry University*, 2024.

**Experience** – Dr. Koen is a Licensed Clinical Social Worker and founder of *Koen Counseling and Wellness Center, PLLC*, with offices in Herrin, Jerseyville, and Edwardsville, Illinois. She has extensive experience providing clinical services to adolescents, families, and justice-involved individuals across community, hospital, and private practice settings. Her professional background includes roles in adoption services, child welfare, hospital social work, and clinical supervision. Dr. Koen has also served as *Undergraduate Field Coordinator* and faculty member in the *Bachelor of Social Work Program* at Southern Illinois University Carbondale, and previously taught in the BSW program at *Southeast Missouri State University*.

**Teaching areas** – Trauma-informed practice, clinical social work methods, family systems, field education, and professional development.

**Research and practice interests** – Trauma-informed care, polyvagal theory, brainspotting, EMDR, cognitive behavioral therapy, and integrative approaches to mental health and wellness.

**Current projects** – Program development and training focused on trauma-informed care and nervous system regulation for justice-involved populations; supervision and mentorship of emerging clinicians; and community-based initiatives through the *Koen Counseling and Wellness Center* to expand access to behavioral health services in Southern Illinois.

**Roosevelt, Kathryn, MSW, LCSW, PhD – Assistant Professor**

**Education** – BSW, Southern Illinois University Carbondale, MSW, Florida Gulf Coast University, PhD, Social Work, North Carolina Agricultural State University and University of North Carolina Greensboro (JPhD Program).

**Experience** - Dr. Roosevelt is a Licensed Clinical Social Worker and a faculty member in the School of Social Work at Southern Illinois University Carbondale. She was previously employed as a Clinical Assistant Professor at the University of Kentucky. Dr. Roosevelt is the Co-founder of Island Transitions Counseling and Consulting and has extensive experience as both an educator and practitioner. Her post-master's clinical experience includes providing assessment and counseling services to individuals and families, including older adults navigating transitions related to aging and retirement. She has worked in hospital-based psychiatric and crisis settings and has been actively involved in program development and implementation within nonprofit organizations. Dr. Roosevelt volunteers her time with Give an Hour, providing mental health support to individuals and communities. She previously served as the NASW–Florida representative for the Southwest Region and is currently an appointed member of the Program and Products Workgroup for the Gerontological Society of America. She has disseminated her work through professional presentations, including a poster presentation at the Council on Social Work Education Annual Program Meeting and presentations at the Southern Gerontological Society Annual Meeting and the National Association of Social Workers Annual Conference. Her professional service and leadership span institutional, regional, and national levels, with a strong emphasis on equity-driven, practice-informed social work.

**Teaching areas** – Generalist social work practice; advanced clinical practice; macro practice; social welfare policy; research methods; ADEI-informed practice; professional social work identity; and field preparation and integration.

**Research interests** – Retirement transitions and well-being; aging and mental health; substance use disorders; resource-based and continuity frameworks; community-based program evaluation; social work education and professional identity; and the ethical integration of technology and artificial intelligence in social work practice and education.

**Soliman, Hussein, MSW, PhD – Alber Humanitarian Professor**

**Education** – BSW, University of Helwan, Cairo, Egypt. MSW, University of Southern Mississippi. PhD, Social Work, University of Tennessee at Knoxville.

**Experience** – Dr. Soliman was previously employed as a Social Work Faculty member at Widener University and Southern Illinois University Carbondale. He served as a consultant and visiting professor for the National Foundation for Drug Prevention in Cairo, Egypt and the Department of Social Work at the United Arab Emirates University in the United Arab Emirates. He has post-masters experience working in Southern Illinois and Philadelphia agencies, where he conducted assessment and provided counseling to families and children. He has extensive service experience that spans state, national, and international settings and includes serving as Chair for the Disaster and Post-Traumatic Stress Symposium and working with the National Center for Social and Criminological Research in Cairo, Egypt.

**Teaching areas** – Policy; research methods; practice with individuals, groups, and families; HBSE; and social work with persons with disabilities.

**Research interests** – Cross cultural practice with individuals and communities; disaster and post-traumatic stress; evaluation of mental health practice within community context; and the development of standardized measurement to assess clients' and workers' reactions to the delivery of mental health services.

**Sun, Kang, MSW, LSW, MA, PhD** – *Assistant Professor*

**Education** – MSW, University of Illinois at Urbana-Champaign; PhD in Social Work, University of Illinois at Urbana-Champaign; MA in Scientific and Technical Communication, Bowling Green State University; PhD in Communication and Cultural Studies, Bowling Green State University.

**Experience** – Kang Sun is an Assistant Professor of Social Work at Southern Illinois University Carbondale. His research focuses on aging, caregiving, health disparities, and the role of technology in supporting vulnerable populations. He uses both qualitative and quantitative methods, with expertise in transnational caregiving, chronic illness management, and preventive healthcare utilization. His work examines how structural conditions, family systems, and technology shape caregiving practices. He has published in peer-reviewed journals including *Preventive Medicine Reports* and *Qualitative Social Work*. In teaching, he incorporates simulation-based learning to help students engage with real-world practice. He has taught in the United States, China, and Singapore. His practice work focuses on program evaluation and healthcare-related interventions. He also serves as a research consultant to ChunMiao, an NGO focused on preterm infant (PTI) caregiving during hospitalization and post-discharge.

**Teaching Areas** – Research methods; statistics for social work; program evaluation; death and dying; social welfare policy; human behavior in the social environment (HBSE).

**Research Interests** – Informal and intergenerational caregiving; grandparenting; aging and assistive technology; preventive care utilization, with an emphasis on secondary prevention.

## UNDERGRADUATE PROGRAM COMPETENCIES

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Consistent with the Program objectives and Generalist Social Work Education, upon completion of this course, this Program, a student will demonstrate mastery in the following competencies:

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Competency 1: Demonstrate Ethical and Professional Behavior</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <ul style="list-style-type: none"><li>a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;</li><li>b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;</li><li>c. use technology ethically and appropriately to facilitate practice outcomes; and</li><li>d. use supervision and consultation to guide professional judgment and behavior.</li></ul> |



|                                                                                                                                                                                                                                                                                          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice</b>                                                                                                                                                                                        |
| <ul style="list-style-type: none"><li>a. advocate for human rights at the individual, family, group, organizational, and community system levels; and</li><li>b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.</li></ul> |

**Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice**

- a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

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

- a. apply research findings to inform and improve practice, policy, and programs; and
- b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

**Competency 5: Engage in Policy Practice**

- a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

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

- a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

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

- a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and

- |                                                                                                                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan. |
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|                                                                                                   |
|---------------------------------------------------------------------------------------------------|
| <b>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b> |
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- |                                                                                                                                                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and<br>b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies. |
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|-----------------------------------------------------------------------------------------------------------|
| <b>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b> |
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|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| a. select and use culturally responsive methods for evaluation of outcomes; and<br>b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities. |
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## CRITERIA FOR ADMISSIONS TO ADVANCED M.S.W. PROGRAM

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**Applicants who wish to be considered for advanced standing must meet the following criteria:**

- ✓ B.S. Degree in Social Work from an **accredited** program
- ✓ G.P.A. of at least 3.0 on a 4.0 scale in the junior and senior years of undergraduate study (last 60 credit hours of graded undergraduate work) excluding experiential and field learning.
- ✓ Consideration will be given to applicants with post BSSW paid experience in a social work position
- ✓ One academic reference

- ✓ One reference from the most recent employment or a general reference
- ✓ Field reference from BSW program
- ✓ Personal statement (2-4 pages based on 8 questions listed on the application)
- ✓ A standardized test score, such as the GRE, is not required for admissions, however, students applying for a graduate assistantship will be required to have an official GRE score on file in Social Work.
- ✓ International students must have a TOEFL score of 550 (paper); 213 (computer); 80 (internet) or above. The IELTS exam is also acceptable (a minimum score of 6.5).
- ✓ Completion of a general biology course (PLB 115 / ZOOL 115) and general statistics (SOCW 397, SOC 308, EPSY 402, MATH 282 or any approved basic statistics course) are required.
- ✓ Applicants admitted for either the **regular two-year program** or for the **advanced standing program** may be required to take additional courses as a condition of admission
- ✓ All applicants interested in the School Social Work PEL Endorsement, **must** complete SPED 200 **before** starting their graduate program.
- ✓ Documented potential for the profession of social work is considered a part of the admissions criteria, which may also include an interview prior to acceptance.

Each application will be individually reviewed. **Please, note that meeting all stated criteria will not automatically guarantee admission into the program.**

**Please check with the Graduate Program Director for questions on the MSW Program**

#### **APPLICATION DEADLINES TO THE MSW PROGRAM:**

Early Admission (Possible Spring start) – Deadline October 1<sup>st</sup>

Advanced Standing (Summer start) – Deadline February 1<sup>st</sup>

Regular 2 Year Program (Fall start) – Deadline March 1<sup>st</sup>

## LICENSING AND CLASSIFICATION

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Illinois statute requires that any person engaged as a social worker (except if employed by the U.S. government or in some cases by the State of Illinois) must be licensed. No person may represent her/himself as a *licensed social worker* or *licensed clinical social worker* without obtaining the proper license.

### QUALIFICATIONS

There are two levels of licensure in Illinois: Licensed Social Worker (LSW) and Licensed Clinical Social Worker (LCSW).

1. **Licensed Social Worker:** LSWs are authorized to practice social work which includes social services to individuals, groups or communities in any one or more of the fields of social casework, social group work, a community organization for social welfare, social work research, social welfare administration or social work education. LSWs may engage in clinical social work practice, if it is under the direct supervision and control of a licensed clinical professional. LSWs may not create an independent private practice and engage in independent clinical social work.

There are additional billing restrictions and fields that require an LCSW, so please consult your employer or billing entity if you have concerns. **REQUIREMENTS:**

You must fulfill/obtain the following LSW licensure requirements:

- A. Be of good moral character.
- B. A degree from a CSWE–approved graduate program of social work  
OR  
A. A degree from a CSWE–approved undergraduate program of social work, *AND*  
3 years of supervised professional experience.

2. **Licensed Clinical Social Worker:** LCSW's are authorized to independently practice clinical social work in Illinois under the auspices of an employer or in private practice. **REQUIREMENTS:**

To become an LCSW in Illinois, you must first fulfill/obtain the following LCSW licensure requirements:

- A. You must be of good moral character, and
- B. You must obtain a degree from a CSWE–approved graduate program of social work, OR a degree from a CSWE–approved doctoral program of social work.

Once you have obtained a degree from a CSWE–approved graduate or doctoral program of social work, you can begin acquiring hours of supervised clinical professional experience under a licensed clinical social worker (LCSW):

- If you obtained a degree from a CSWE–approved GRADUATE program of social work, you must complete 3,000 hours of supervised clinical professional experience.
- If you obtained a degree from a CSWE–approved DOCTORAL program of social work, you must complete 2,000 hours of supervised clinical professional experience.

Of these hours, the required number of hours may be obtained in one of the following manners:

- For full-time experience, a minimum of 30 hours per week but not more than 40 hours per week.
- For part-time experience, a maximum of 29 hours per week.

## ALTERNATIVE TO THE ASWB CLINICAL EXAM

For those deciding between retaking the exam or utilizing the alternative to the exam, some considerations should be considered. While other states are looking at passing alternatives to the ASWB clinical exam, applicants licensed in Illinois under this option may find that they cannot practice in other states that still require the exam. Some jobs may also require the exam for employment including some federal governmental positions and therapist jobs on border states that require multi-licensed professionals. Furthermore, the Social Work Licensure Compact will require the passage of a nationally accepted exam (currently the ASWB clinical exam) for participation.

It is important to note that applicants who are licensed utilizing the alternative path to the ASWB exam may practice as an LCSW in Illinois and retake the exam later if future employment requires you to be licensed in other states. For all purposes in Illinois, whether you use your ASWB clinical exam score or the alternative to the ASWB clinical exam for licensure, you will be licensed as an LCSW with full practice authority of that license.

## FAQ ON LICENSING

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### **Q. What do I have to do to become licensed?**

A. To begin the licensure application process, you must submit the completed application form, required supporting documents, and appropriate fees. Detailed licensure requirements can be accessed by clicking on the **Acts and Rules** area located on the right side of the home page. Application packet instructions also contain specific requirements for obtaining a license and may be accessed by clicking on **Applications/Forms**.

### **Q. How do I request an application?**

A. You may download and print an application packet from the **Applications/Forms** section of the web site. To access the application packets, click on the appropriate profession name from the alphabetical listing of professions.

### **Q. When and where are the exams given?**

A. The State of Illinois uses examinations developed by the Association of Social Work Boards (ASWB): THE Intermediate examination for LSW's and the Clinical examination for LCSW's. Tests are administered at sites throughout the state utilizing a computer touch screen. Specific test dates are contained in the application package provided by the Department. Application packets may be downloaded from the Website.

**Q. What can I expect at the examination?**

A. Applications for examinations are screened to determine eligibility based on the education and experience of the applicant. Eligible candidates are scheduled to take the proper examination. Candidates passing the examination and meeting all other requirements for licensure are then licensed by the Department. Each examination is graded immediately following completion and the participant is informed of the results on-site.

**For more information on licensing:**

**WRITE:** Illinois Department of Professional Regulation  
320 W. Washington St., 3<sup>rd</sup> Floor  
Springfield, IL 62786

**PHONE:** (217) 785-0800 or (888) 473-4858

**ORDER:** Social Work Examination Services (SWES) study guides, call: 800-933-8802 or [info@swes.net](mailto:info@swes.net)

**WEB:** SWES at <http://www.swes.net/> IL Professional Regulation at <http://www.dpr.state.il.us/WHO/sw.asp>

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## CAREER OPPORTUNITIES

There is a growing need for social workers trained at both the baccalaureate and graduate level in our society. Although the more responsible supervisory, advanced practice, and administrative positions generally require a master's degree, there are many challenging opportunities for persons with a bachelor's degree in social work. BSSW graduates can provide direct services to individuals and groups through public and private agencies, as well as teach and do research in social welfare.

### JOB TITLES:

#### BSSW Students

Case Worker  
Case Manager  
Counselor:  
- Adolescent

#### MSW Students

Social Work Supervisor  
Project Director/Counselor  
Outpatient Clinical Therapist  
Coordinating Clinician

- Geriatric
- Substance Abuse
- Drug/Alcohol Abuse

Social Worker  
Therapist  
Teen Outreach Coordinator  
Child Welfare Specialist  
Child Placement Agent  
Probation and Parole Officer  
Mental Health Worker  
Rehabilitation Counselor  
Substance Abuse Counselor

Foster Care Supervisor  
Psychiatric Social Worker  
Assistant Professor  
Clinical Social Worker  
Director of Social Services

**Students who graduate with a Bachelor's of Science in Social work may apply for Advance Standing to the Master's Program. Advance Standing allows you to complete the Master's Program in 39 semester hours (1 year).**

## **SOCIAL WORK PROFESSIONS**

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Professional social workers are trained in and find employment in more than 50 different fields of practice, including, but not limited to:

- Child Welfare
- Foster Care & Adoption Services
- Youth Services
- Health Care
- Behavioral and Mental Health Services
- Hospitals and Nursing Homes
- Social Work with Older Adults
- Schools (Elementary & Secondary)

- Individual & Family Counseling
- Corrections and Criminal Justice
- Family Service Agencies
- Public Administration
- Community Development and Not-For-Profit Management Programs
- Military and Veterans Assistance
- Services for People with Disabilities
- Legal Service Agencies
- International Social Work Agencies
- Poverty and Equality Services
- Hospice
- Alcohol and Substance Abuse Services
- Domestic Violence Programs
- Policy Practice

Visit us online at: <http://ehs.siu.edu/socialwork/>

Email us at: [SocialWorkFrontDesk@siu.edu](mailto:SocialWorkFrontDesk@siu.edu)

## O\*NET ONLINE OCCUPATION SEARCH

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O\*NET Online (<https://www.onetonline.org/>) is a great website to use when searching for possible careers. This site not only fully describes the career but lists possible job titles for that career as well as the tasks/knowledge/skills required for that position. O\*NET will also give you the average wages and future job outlook for entering this specific career. Links to various social work careers in O\*NET are:

- Child, Family, and School Social Workers - Most of these occupations require a four-year bachelor's degree, but some do not.
  - Bright Outlook
  - Average projected growth in the field
  - Median Wages: \$28.16 hourly, \$58,570 annual
  - [21-1021.00 - Child, Family, and School Social Workers](#)
- Healthcare Social Workers - Most of these occupations require graduate school.
  - Bright Outlook
  - Much faster than average

- Median Wages: \$32.74 hourly, \$68,090 annual
- [21-1022.00 - Healthcare Social Workers](#)
- Mental Health and Substance Abuse Social Workers - Most of these occupations require graduate school.
  - Bright Outlook
  - Much faster than average projected growth in the field
  - Median Wages: \$28.88 hourly, \$60,060 annual
  - [21-1023.00 - Mental Health and Substance Abuse Social Workers](#)
- Social & Human Service Assistants - Most of these occupations require a four-year bachelor's degree, but some do not.
  - Bright Outlook
  - Faster than average (6% to 8%)
  - Median Wages: \$21.69 hourly, \$45,120 annual
  - [21-1093.00 - Social and Human Service Assistants](#)
- Social and Community Service Managers - Most of these occupations require a four-year bachelor's degree, but some do not.
  - Faster than average projected growth in the field
  - Median Wages: \$37.61 hourly, \$78,240 annual
  - [11-9151.00 - Social and Community Service Managers](#)
- Social Workers – All others
  - Faster than average (6% to 8%)
  - Median Wages: \$33.40 hourly, \$69,480 annual
  - [21-1029.00 - Social Workers, All Other](#)

## REGISTERED STUDENT ORGANIZATIONS

### SOCIAL WORK STUDENT ALLIANCE (SWSA)

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Social Work Student Alliance (SWSA) is an active student organization that provides Social Work with committee representation and organizes volunteer activities. It provides its members with valuable learning and practical social work experiences, and it helps to organize social work events. It also helps students to understand the careers open to them in social work.

**Q. How do you join?**

- Fill out a membership form (available from officers or the Social Work office in Pulliam Room 250)
- Pay annual membership fee
- Turn money and membership form into any officer or the Social Work office in Pulliam Room 250

**Q. What's in it for you?**

- Satisfaction
- Worthiness
- Self-Esteem
- Acknowledgement
- Camaraderie
- Experience
- Making a Difference

**We encourage you to join SWSA today!**

**SWSA needs your energy, creativity, time, and knowledge**

**GET INVOLVED**

Opportunities for student involvement at SIUC include numerous other Registered Student Organizations (RSO's). Please visit Student Development at: <http://getinvolved.siu.edu/> for more information.

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## **SCHOLARSHIPS AND AWARDS**

### **SIUC Scholarships**

At Southern Illinois University Carbondale, we recognize the importance of a quality education and are dedicated to helping you find a way to achieve your higher education goals.

- SIU awards more than 10 million dollars in scholarships to undergraduate students each year.
- More than 6 million dollars is awarded to new students each year.
- More than 2,500 incoming students are awarded scholarships each year through Southern Illinois University's Academic Scholarship Office.

Scholarship eligibility is dependent on admissions to SIU, so apply now to get started. International Students can also obtain scholarship information through International Students and Scholars. For more information and to access the online applications, visit: <http://scholarships.siu.edu/>

### **SIUC Honors Day**

Each spring a Scholastic Honors Day convocation is held to honor students exhibiting high scholastic achievement. Qualification for recognition is determined at the end of the third week of the Spring semester. All students who have maintained a cumulative G.P.A. of 3.50 (on a 4.0 scale) or higher, and who have been full-time students during the entire academic year, are honored at this time. A 3.50 G.P.A. is required for all work taken at SIUC, and, in the case of transfer students, the cumulative average must also be at least a 3.50.

A variety of professional, departmental, and fraternal honorary organizations offer recognition and membership based upon scholastic achievement. Election or selection to most of these organizations is noted at the Scholastic Honors Day ceremonies.

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## UNIVERSITY POLICIES AND PROCEDURES

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### **COLLEGE CREDIT BY EXAMINATION**

**Proficiency** – Students who believe that they have a mastery of certain subject areas do not need to repeat the content. All University Core Curriculum Courses are available for proficiency testing. Students who believe that they are qualified for the proficiency examination should contact Testing Services.

**CLEP: College Level Examination Program** – Students may apply for credit that will substitute for University Core Curriculum Courses. Prior to the recording of CLEP credit on the student's transcript, the student must earn 12 credit hours of credit of grade "C" or higher in residence at SIUC.

CLEP is recommended for those with ACT composite scores of 26 (85<sup>th</sup> to 90<sup>th</sup> percentile) or higher. CLEP exams must be taken **prior** to taking college level work in the areas included in the exam. Credit is awarded at SIUC for Natural Sciences, Social Sciences, Humanities, Mathematics, and English Composition with essay, and Foreign Languages.

**For more information on either of the above and for scheduling testing, contact:  
Articulation and Evaluation**

<https://articulation.siu.edu/nontraditional/>

618-453-2012   transferservices@siu.edu  
**Located in Student Services Building Room 241**

### **TRANSFER CREDIT**

Social Work follows the University policies and procedures for granting transfer credits. For more information, please visit Transfer Student Services at: <http://transfer.siu.edu/>

Courses transferred from CSWE accredited programs are accepted for transfer credit upon evaluation by the Undergraduate Program Director and the Director of Social Work. It is the student's responsibility to provide course syllabi and additional documentation as requested for any course to be reviewed.

### **CREDIT FOR LIFE EXPERIENCE AND PREVIOUS WORK EXPERIENCE**

The BSSW Program **does not grant academic credit for previous work or life experience.** No core social work course may be waived. Each social work student must successfully complete all professional foundation courses and the field practicum, regardless of prior life or work experience.

### **REGISTRATION**

After you and your advisor have selected classes, you will register for classes via online registration. This will ensure your enrollment in specific course sections. All students will need a Registration User Number (RUN) before they can register for classes.

Mere attendance does not constitute registration in a class, nor will attendance in a class for which a student is not registered be a basis for asking that a program change be approved permitting registration in that class. Students should complete the registration process before classes begin.

**Schedule of Classes** is available to you online in SalukiNet at the following address under "Registration Quick Links": <http://salukinet.siu.edu>

**Advanced Registration** takes place during the last 8 weeks of the preceding semester and requires no prepayment to the Bursar. Generally, registration for Spring classes opens mid-to-late October and registration for Summer & Fall opens at the end of March/first of April.

**Late Registration** takes place during the first week of classes; courses can still be adjusted online; however, a late registration fee is assessed.

**Final Registration** occurs during the second week of classes and requires signatures of the course Instructor and the Department Chair/Director on a "closed class card – late entry permit". It is the student's responsibility to request permission to enter the course late and obtain the necessary signatures. Once completed, the form should be returned to the academic advisor for processing.

**Adding a Class or Adjusting a Schedule** – please check with your academic advisor prior to making any changes to your schedule to ensure these changes will not jeopardize your planned graduation date.

For more information regarding registration and other important FAQ's, visit the Registrar at:

<http://registrar.siu.edu/students/index.html>

### **ERROR MESSAGES ON REGISTRATION**

If you receive an error message when attempting to register for a class, please note the exact error message received and contact your academic advisor for assistance.

Some courses are restricted to specific populations or require prerequisites. You may need to request permission from the Instructor and/or Department to access these restricted courses. Check with your academic advisor to see if you qualify.

Some sections of courses may have reached their maximum seat capacity and are “CLOSED” to further registration. Some instructors will take on a few overload students, so check with your academic advisor for instructions on how to obtain permission into a closed class.

### **ADDS / DROPS**

You may drop a semester length course any time within the first 2 weeks of the semester for a full refund and not receive a grade. Students may drop a course after the deadline and receive a “W” grade, however, **penalties do exist** and this request must be completed by your academic advisor. Please check with your advisor for the deadlines/procedures for dropping a class or withdrawing from the University.

| DEADLINE DATES         |                                    |                               |
|------------------------|------------------------------------|-------------------------------|
| If classes meet for... | Deadline to withdraw for refund... | Final deadline to withdraw... |
| 13-16 weeks            | 2 <sup>nd</sup> week               | 10 <sup>th</sup> week         |
| 9-12 weeks             | 2 <sup>nd</sup> week               | 8 <sup>th</sup> week          |
| 8 weeks                | 2 <sup>nd</sup> week               | 5 <sup>th</sup> week          |
| 7 weeks                | 1 <sup>st</sup> week               | 4 <sup>th</sup> week          |
| 4-6 weeks              | 1 <sup>st</sup> week               | 3 <sup>rd</sup> week          |
| 2-3 weeks              | 1 <sup>st</sup> day                | 1 <sup>st</sup> week          |
| Less than 2 weeks      | 1 <sup>st</sup> day                | 2 <sup>nd</sup> day           |

**Note:** Ceasing to attend a course does not automatically remove that student from the course requirements and may also affect a student's financial aid eligibility. The WF counts as an F in the calculation of the GPA. Students who drop courses after the full refund deadline but remain enrolled in the University will not receive any refund. Please contact your academic advisor prior to making any changes to your schedule.

## **WITHDRAWAL**

Students who officially register for a session may not withdraw merely by the stopping of attendance. An official withdrawal form needs to be initiated by the student and processed by the University.

Withdrawal from the University is a serious decision, which, in many cases, affects financial assistance status, housing contracts, and academic records. Students registered for academic work must obtain a withdrawal if they contemplate leaving the University. If a housing contract has been signed, the student must contact University Housing to cancel the contract.

There are restrictions on withdrawals. A withdrawal will not be issued beyond the 10<sup>th</sup> week of the semester, unless the reasons for the withdrawal are beyond the student's control and verified in writing. **Warning:** if a student obtains a withdrawal after the 100% refund period and is receiving financial assistance, the student may be in violation of the Satisfactory Progress for Financial Assistance policy since no academic credit will be earned for the semester. Please review the Undergraduate Catalog or talk with your academic advisor for information on withdrawing from the University or for dropping classes, so as not to negatively affect your future financial aid options.

**Social Work Academic Advisement Office – 618-453-8848**

## **REPEAT POLICY**

**Effective for courses taken Summer 2013, or later**, an undergraduate student may, for the purpose of raising a grade, enroll in a course for credit no more than two times (two total enrollments) unless otherwise noted in the course description. For students receiving a letter grade of *A, B, C, D*, or *F*, the course repetition must occur at Southern Illinois University Carbondale. Only the most recent (last) grade will be calculated in the overall GPA and count toward hours earned, however, it will not remove the original grade from your transcripts.

Overrides are required to register for a repeat course; therefore, you will need to speak with your academic advisor to repeat a course.

Students seeking to repeat a course a second time (third enrollment) must obtain permission from the Office of the Provost to allow the student to register for the course. Please confer with your academic advisor to proceed.

## **INCOMPLETE GRADE**

Incompletes are given at the discretion of the Instructor when there are valid reasons why the student cannot complete the course work in a timely manner. For an Instructor to award an incomplete, she/he

must receive from the student, written evidence that an emergency has occurred, which prevents the student from completing the course work. Incompletes are not given simply because the student failed to complete the coursework as assigned. **The student must not be failing the class at the time the incomplete is granted.**

An *INC* **must** be changed to a completed grade within a time-period designated by the instructor – the University policy on the maximum time-period for *INC* is 1 semester or *graduation*, whichever occurs first. Should the student fail to complete the course within the time-period designated, the incomplete will be converted to a grade of *F* and such grade will be computed in the student's grade point average.

**Effective for courses taken Summer 2013 or later and assigned a grade of *INC*, the maximum time period noted above for undergraduate students, (before the *INC* is converted to an *F*) is set at one full semester from the close of the term in which the course was taken (or the next semester that course is offered).**

Students should not re-register for courses in which an *INC* has been assigned with the intent of changing the *INC* grade. Re-registration will not prevent the *INC* from being changed to an *F*.

**NOTE:** Graduating seniors and their instructors should avoid *INC* grades during the student's final semester. An *INC* could delay the student's graduation or, in the case of a course not required for the degree, turn immediately and permanently into an *F*.

## **ACADEMIC DISHONESTY**

Academic dishonesty is defined here as cheating and/or plagiarism. Cheating and plagiarism are unethical and unacceptable practices in any profession, especially social work. Cheating includes illegal obtaining of tests or answer sheets, taking an exam for another student, copying answers on exams from another student, providing another student with an essay or research paper that the student submits as his/her own work. Plagiarism includes submitting someone else's work as one's own, copying the work of another author and presenting it as one's own, not documenting the bibliographical sources one uses to support his/her own ideas. Academic dishonesty may result in failure on the particular assignment, a lower grade, an "F" grade in the course, suspension or dismissal from Social Work and the University.

## **ATTENDANCE**

Students are expected to attend all classes. Instructors may excuse students from classes for valid reasons. Instructors may reduce points for unexcused absences or they may give points for class attendance and/or participation. Each course outline will explain the instructor's attendance policy.

## **GRADUATION REQUIREMENTS**

Graduation clearance is completed by the academic advisor. This clearance evaluates all of the coursework the student has completed to that date and lists the courses the student still has to complete

in order to satisfy graduation requirements on time for their anticipated graduation date. **The responsibility for completion of all graduation requirements belongs with the student.** Therefore, it is highly suggested the student request a pre-graduation check from their academic advisor prior to the beginning of their senior year so they know upfront what is needed for completion.

#### **MINIMUM REQUIREMENTS FOR BACHELOR OF SCIENCE DEGREE\***

**Total Hours:** 120 Semester Hours

**Residency Requirement:** Last 30 Semester Hours OR Total of any 90 Semester Hours

**Senior Institution Hours:** 42 Semester Hours at Senior (4-year) Institution

**Grade Point Average:** 2.25 overall GPA and 2.50 overall GPA in social work core courses

**\* NOTE:** Please be aware that these are the MINIMUM hours and GPA required by SIU for graduation. Be sure to check with your academic advisor regarding specific requirements for your major. Many majors have different GPA requirements. This should be noted on your curriculum guide, the undergraduate catalog, and/or you may ask your academic advisor.

## **UNDERGRADUATE STUDENT GRIEVANCE POLICY**

Student grievances are initiated either in Social Work or in the School of Human Sciences Student Services office, depending on the nature of the complaint.

- The first step for the student who has a concern or complaint is to meet with the instructor of the course in which the concern/complaint lies to see if a resolution can be made.
- If the concern/complaint was not resolved with the instructor, the student should then take the concern/complaint to the Undergraduate Program Director to seek advice and resolution.
- If the student believes a grievance is required, they initiate such a grievance with the Director of Social Work and the School of Human Sciences. The Director is responsible for hearing complaints relating to such things as grades, course work, academic dishonesty, discrimination and admission to and/or retention in the program.

If a student wishes to appeal the decision of the Director, he/she contacts the Associate Dean for Academic and Student Affairs who explains the processes with the Student Grievance Procedure. The [Student Conduct Code](#) and the [undergraduate catalog](#) provide guidance on policy.

## UNIVERSITY CAREER SERVICES

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Career Services is a comprehensive career planning and employment services agency dedicated to preparing students and alumni to take a lifelong, active part in their professional development to improve marketability with potential employers and successful college-to-work transition.

They offer multiple services for students, alumni, employers, faculty and staff. Below are some of the ways they can help you:

- On-Campus Recruiting and Job Postings
- Workshops for Faculty and student groups
- Events and Job Fairs
- One-on-one Counseling
- Major and Career Exploration
- Internship and Job Searches

Go to <http://careerservices.siu.edu> to learn more about Career Services.

### **CONTACT INFORMATION**

Phone: 618/453/2391

Student Services Building – Room 0110

1263 Lincoln Drive, Carbondale, IL 62901

Email: [careerdevelopment@siu.edu](mailto:careerdevelopment@siu.edu)

<https://careerdevelopment.siu.edu/>

## SALUKI CARES

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### **Purpose:**

The purpose of Saluki Cares is to develop, facilitate and coordinate a university-wide program of care and support for students in distress. By working closely with faculty, staff, students and their families, SIUC will continue to display a culture of care and demonstrate to our students and their families that they are an important part of the community.

Saluki Cares is an early alert initiative composed of professionals from different areas of campus life who deal with students on a regular basis: Academic Support, Academic Affairs/Faculty, Enrollment Management, Student Life & Intercultural Relations, New Student Programs, and others. All concerns remain confidential.

Referrals are made from faculty, staff, parents, other students, or by the student him/herself. The Saluki Cares team can help students with issues surrounding, but not limited, to:

- deaths (student/family)
- extended illnesses
- financial stress
- adjustment issues
- class attendance problems
- homesickness
- and other general signs of stress

### **CONTACT INFORMATION:**

Phone: 618/453/2461

Email: [siucares@siu.edu](mailto:siucares@siu.edu)

<https://salukicare.siu.edu/>

### **FOR EMERGENCIES:**

Please call 911 and/or contact

SIU Carbondale Police Dept. at 618-453-3771

## CLINICAL CENTER

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The Clinical center provides diagnostic and treatment services to faculty, staff, and community and their families. Services include diagnostic assessment of:

- Psychological
- Speech
- Hearing
- Reading
- General education problems
- Therapy
  - Therapy includes: speech, hearing, physical, counseling and behavior modification, and educational remediation

### **CONTACT INFORMATION:**

- Phone: 618/453/2361
- Email: [ClinicalCenter@SIU.edu](mailto:ClinicalCenter@SIU.edu)
- Wham Building – Room 141  
625 Wham Drive, Carbondale, IL 62901-4602  
<https://clinicalcenter.siu.edu/>

## **SPECIAL SERVICES AND CONTACT INFORMATION**

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### **Social Work**

- <https://ehs.siu.edu/socialwork/>
- Front Desk – 618/453/2243
- Email: socialworkfrontdesk@siu.edu

### **Supplemental Instruction**

- Center for Learning Support Services :
  - Morris Library, 7th Floor Room 782 - 618/453-1369
  - <https://clss.siu.edu/>
- Writing Center :
  - Morris Library, Room 236 – 618/453-1231
  - <https://write.siu.edu/>

### **Student Health Center**

- <https://shc.siu.edu/>
- Medical Clinic – 618/453-3311
- Pharmacy – 618/453-4417
- Dental Services – 618/536-2421
- Counseling Center – 618/453-5371
- Wellness & Health Promotions Services (Wellness Center) – 618/536-4441
- Sports Medicine & Physical Therapy – 618/453-1292
- Optical (Marion Eye Center Branched in Student Health Center) – 618/549-0615
- Insurance – 618/453-4413

### **Student Services**

- Bursars Office, Student Services Building, Second Floor – 618/453-2221
- Financial Aid, Student Services Building, Second Floor – 618/453-4334
- Information Technology, Northwest Annex, Bldg. A, Room 137 – 618/453-5155
- SalukiTech Service Center – Morris Library 1<sup>st</sup> Floor – 618/453-2402 -  
<https://oit.siu.edu/salukitech/>

### **Disability Support Services**

- <https://disabilityservices.siu.edu/>
- Student Health Center Room 220
- 618-453-5738
- Email: disabilityservices@siu.edu

## **SPECIAL SERVICES AND CONTACT INFORMATION CONT.**

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### **Wellness and Health Promotion Services**

<https://shc.siu.edu/wellness/>

- Phone: 618/536/4441
- Student Health Center
  - 374 East Grand Avenue, Carbondale, IL 62901-6740

### **Counseling and Psychological Services (Counseling Center)**

<http://shc.siu.edu/counseling/index.html>

- Phone: 618/453/5371
- Student Health Center
  - 374 East Grand Avenue, Carbondale, IL 62901-6740

The Counseling Center offers confidential services to students. It offers help in dealing with such problems/concerns as:

- Depression
- Relationships
- Loneliness
- Re-entry to college
- Stress
- Homesickness
- Alcohol and substance abuse
- Incest
- Rape

### **Transitional Programs**

Phone: 618/453/7041

The staff at Transitional Programs provides assistance to students who need to initiate a back-dated withdrawal, drop you last class for a semester, or to withdraw completely from the University.

## **SPECIAL SERVICES AND CONTACT INFORMATION CONT.**

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### **Non-Traditional Student Services**

<http://nontrad.siu.edu/>

- Phone: 618/453/7521
- Student Services Building
  - 1283 Lincoln Drive – Room 484
- Email: [nontrad@siu.edu](mailto:nontrad@siu.edu)

The Non-Traditional Student Services staff provides assistance, information, support, and referral to other University and community programs to help the non-traditional student (24 years or older). They have many special services and support groups for non-traditional students also offering information regarding:

- Single Parents Support Group
- Non-Traditional Student Union
- Women's Services
- Graduate Assistantships
- Scholarship Information
- University Women's Professional Advancement
- American Association of University Women
- University Career Services
- The Wellness Center
- Emergency Locator
- Domestic/Partner Card
- The Placement Center

### **Student Emergency Dental Service**

<https://sah.siu.edu/dhc.php>

- Phone: 618/536/2421
- Student Health Center
  - 374 East Grand Avenue, Carbondale, IL 62901-6740

## OTHER IMPORTANT CONTACT INFORMATION

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|                                                                                           |                                                                                                                   |
|-------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| <b>Campus Emergency (Medical, Criminal, &amp; Fire)</b>                                   | 911                                                                                                               |
|                                                                                           |                                                                                                                   |
| <b>SIUC Police – Non-Emergency</b>                                                        | 618-453-3771                                                                                                      |
|                                                                                           |                                                                                                                   |
| <b>Carbondale Police – Non-Emergency</b>                                                  | 618-457-3200                                                                                                      |
|                                                                                           |                                                                                                                   |
| <b>Student Health Services</b>                                                            | <a href="http://shc.siu.edu/">http://shc.siu.edu/</a>                                                             |
| Dental Appointments                                                                       | 618-536-2421                                                                                                      |
| Counseling & Psychological Services                                                       | 618-453-5371                                                                                                      |
| Psychiatry Clinic                                                                         | 618-453-4346                                                                                                      |
| All Other Appointments – Schedule Online                                                  | <a href="http://shc.siu.edu/make_an_appointment/index.html">http://shc.siu.edu/make an appointment/index.html</a> |
|                                                                                           |                                                                                                                   |
| <b>Urgent Care After Hours</b>                                                            |                                                                                                                   |
| Carbondale Memorial Hospital<br>405 W. Jackson St., Carbondale, IL 62901                  | 618-549-0721                                                                                                      |
| Center for Medical Arts Prompt Care<br>2601 W. Main St., Carbondale, IL 62901             | 618-549-5361                                                                                                      |
| Shawnee Health Service Convenient Walk-In Care<br>404 S. Lewis Lane, Carbondale, IL 62901 | 618-519-9401                                                                                                      |
|                                                                                           |                                                                                                                   |
| <b>The Women’s Center (Domestic Violence)</b>                                             | 618-529-2324                                                                                                      |
| 24 Hour Crisis Hotline                                                                    | 800-334-2094                                                                                                      |
|                                                                                           |                                                                                                                   |
| <b>SIUC Financial Aid Office</b>                                                          | 618-453-4334                                                                                                      |
|                                                                                           |                                                                                                                   |
| <b>SIUC University Housing Office</b>                                                     | 618-453-2301                                                                                                      |
|                                                                                           |                                                                                                                   |
| <b>SIUC Morris Library</b>                                                                | <a href="http://www.lib.siu.edu/">http://www.lib.siu.edu/</a>                                                     |
| Circulation Desk                                                                          | 618-453-1455                                                                                                      |
| Central Information Desk                                                                  | 618-453-2818                                                                                                      |
|                                                                                           |                                                                                                                   |
| <b>SIUC Student Recreation Center</b>                                                     | 618-453-1277                                                                                                      |
|                                                                                           |                                                                                                                   |
| <b>SIUC Night Safety Transit</b>                                                          | 618-453-2212                                                                                                      |
|                                                                                           |                                                                                                                   |
| <b>Students’ Legal Assistance Office</b>                                                  | 618-536-6677                                                                                                      |