Master of Social Work
Student Handbook

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School of Social Work
College of Education and Human Services

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Revised Fall 2017
# TABLE OF CONTENTS

A Welcome from the Interim Director ........................................................................ 1

Introduction to the Department .................................................................................. 2

Accreditation .................................................................................................................. 2

School of Social Work Mission .................................................................................. 3

MSW Program Mission ................................................................................................. 3

MSW Program Goals ..................................................................................................... 4

MSW Program Objectives ............................................................................................. 5

The council on Social Work Education Social Work Competencies ......................... 6

Advanced Concentration Objectives .......................................................................... 7

Social Work Faculty ...................................................................................................... 8
  Full Time .................................................................................................................... 8
  Other Faculty ............................................................................................................ 9

Social Work Course Listing .......................................................................................... 10

Requirements for Professional Educator License (PEL): ........................................... 17
  School Social Work Endorsement

Advising ......................................................................................................................... 20
  Faculty Advisors ....................................................................................................... 20
  Problems .................................................................................................................... 20
  Registration Information .......................................................................................... 20
  Electives ..................................................................................................................... 20
  Incompletes ............................................................................................................... 20
  Grades ......................................................................................................................... 21

Gatekeeping .................................................................................................................. 22

M.S.W. Requirements Checklist ................................................................................... 24

Masters of Social Work Program Tracking Sheets ...................................................... 25
  Advanced Standing .................................................................................................. 25
  Foundation/Full Time ............................................................................................... 26

Revised Fall 2017
Revised Fall 2017

Operations Support Center

SOUTHERN ILLINOIS UNIVERSITY

Foundation/Reduced Load .......................................................... 27
Health/Mental Health/Full Time.................................................. 28
Health/Mental Health/Reduced Load .......................................... 29
Children, Youth and Families/Full Time ...................................... 30
Children, Youth and Families/Reduced Load.............................. 31
CYF with School Social Work Endorsement/Full Time .................. 32
CYF with School Social Work Endorsement/Reduced Load .......... 33

Substantive Elective Study Areas .................................................. 34

Studies in Aging ........................................................................ 34
Studies in Disabilities ................................................................. 34
Studies in Rehabilitation Administration/Supervision ................. 34
Legal Studies ............................................................................. 34
Studies in Children .................................................................... 35
Studies in Behavioral Counseling .............................................. 35
Research & Statistics ................................................................. 35
Community Health ..................................................................... 35
Health Education ........................................................................ 35
Health and Aging ....................................................................... 35
Counseling .................................................................................. 35
School Focus ............................................................................... 35
Community Focus ....................................................................... 36
Studies in Behavior Analysis and Therapy ................................. 36

Graduate Level Electives in Related Disciplines.......................... 37
Certification Programs ................................................................ 38
Certificate in Gerontology ......................................................... 38
Certificate in Addiction Studies ................................................ 39

Revised Fall 2017
Joint Masters in Social Work/Juris Doctor in Law

Field Instruction

Year I

Year II

Field Instructor

Work-Study Placements

Practice Liability

Grades

Field Learning Centers

Financial Aid

Scholarships/Fellowships/Stipends

Graduate Assistantships

Graduate Tuition Scholarships (Tuition Waivers)

Student Rights and Responsibilities

University Policies Regarding Student Rights

Academic Grievance Policy

Student Services and Organizations

Clinical Center

Counseling and Psychological Services

Graduate & Professional Student Council

Non-Traditional Student Services

Career Services University Colleges

Revised Fall 2017
Welcome from the Director

We are pleased that you are interested in pursuing a master’s degree in social work at Southern Illinois University Carbondale. Our program is dedicated to the principle that professional social workers should strive to help improve the lives of individuals through the enhancement of families, groups, and communities. We believe that social workers have a responsibility to promote social justice and opportunity, especially for oppressed and disadvantaged populations.

The graduates of the master’s level program are prepared with advanced skills and knowledge to work effectively as professionals in helping others help themselves. Your training will emphasize an advanced area of concentration for practice with individuals, families, groups, organizations, and communities. The curriculum is designed for practice in the small towns and rural communities of Southern Illinois and the Lower Mississippi Delta Region, but is applicable to communities and neighborhoods in urban and suburban areas and international settings as well. We are proud of our strengths in education regarding health & mental health; children, youth and families; and school social work.

You will find that our faculty has extensive experience as social work practitioners, educators, consultants, agency administrators, and researchers. They are committed to meeting the educational needs of our students in a nurturing environment that promotes personal and professional development.

The School provides leadership in Illinois and the rest of the Lower Mississippi River Delta region in promoting social services in rural settings. This is done in partnership with other universities located in the Delta and with state and regional public and private social service agencies. The School has a particular interest in enhancing services for children and families throughout the region.

We look forward to having you as a student in our program. We know that you will find it to be a challenging and inspiring experience that will prepare you for a rewarding career in social work.

On behalf of the faculty and staff, I wish you a most heartfelt welcome to our School and University community!

Saliwe Kawewe, M.S.W., Ph.D.
Director & Professor
INTRODUCTION

The Master of Social Work (MSW) degree program prepares professional social workers with advanced practice skills and knowledge that will enable them to engage in ethical, responsible, and self-critical social work practices in public and private service systems. Graduates will be able to effectively deliver social services to help meet the human service needs within the Southern Illinois area, the state, and the Lower Mississippi Delta region, especially the needs of the poor and the oppressed. A central focus of the educational program is practice with individuals, families, groups, organizations, and communities in rural areas founded on family- and community-based practice models derived from research-based theory. The School is committed to improving the social and economic opportunities of children and families by working in partnership with other educational institutions, public and private social service agencies, and community-based organizations.

The School of Social Work offers two areas of curriculum emphasis: (1) Health/Mental Health, and (2) Children, Youth & Families. In addition, Children, Youth & Families students have an option of obtaining an endorsement in School Social Work (see page 18.) Furthermore, a concurrent MSW and Juris Doctor (J.D.) degree is available as well as two Certificates; one for Substance Abuse Counselor and the other for Gerontology (see pp 36-38).

Students with a baccalaureate degree in a field other than social work are required to enroll in the regular program which consists of 30 credit hours of foundation courses and an additional 30 credit hours of advanced study in the student's chosen area of concentration. This program begins in the Fall semester.

Students with a baccalaureate degree in social work from an accredited social work program are required to enroll in the Advanced Standing Program. The Advanced Standing Program consists of one summer semester of 9 credit hours of transition courses and 30 credit hours of advance study in the student's chosen area of concentration. Students may apply for a reduced-load study schedule which allows many students to work full-time and attend classes toward their MSW degree.

ACCREDITATION

The MSW 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, (703)683-8080; Fax (703)683-8099, Web site: http://www.cswe.org, Email: info@cswe.org.
**School of Social Work Mission**

The central mission of the School of Social Work at Southern Illinois University Carbondale is the educational preparation of professional social workers in compliance with CSWE Educational Policy and Accreditation Standards (EPAS), who are capable of delivering social services to meet the human service needs within state, national, international, and global contexts, with a special focus on rural areas. The organizing principle of the School of Social Work is the enhancement of the quality of life for individuals, families, organizations and communities, especially for poor and oppressed populations, through the promotion of social and economic justice and human rights. Student learning is based on theories and knowledge, and the acquisition of professional values, ethics, and skills, which are necessary for competent social work practice. Special emphasis is given to evidence-based and strengths-based practice, especially as it relates to issues of culture and diversity.

**MSW Program Mission**

The focus of the Graduate Program is the preparation of social work professionals with advanced skills in human behavior, social work practice, practice evaluation, policy, and critical thinking, with an emphasis on specialized training in Children, Youth and Families, School Social Work and Health/Mental Health, and able to engage in ethical, responsible, and self-critical social work practice in public and private social service systems.

**Mission (adopted by faculty, SIUC, September 17, 2008):**

The organizing principle of the MSW program is service to individuals, families, groups and communities by enhancing their wellbeing and promoting economic and social justice and human rights. The mission of the Masters of Social Work Program is the educational preparation of graduate students for advanced social work practice in a concentration area (Children Youth and Families and Health/Mental Health, and in School Social Work). Student learning is based on competent, ethically responsible, professional practice with disadvantaged and diverse groups within state, nation, international, and global contexts, with a special focus on rural areas. Special emphasis is placed on building scholarship and leadership capacities to serve as change agents within one’s area of practice and the larger social work profession.
MSW Program Goals

I. To prepare social workers with advanced knowledge and skills to practice with individuals, groups, families, organizations, and communities in rural Illinois, the state, nation, international and global contexts.

II. To prepare social workers with advanced knowledge and skills to evaluate the processes and effectiveness of their practice.

III. To prepare social workers with advanced levels of knowledge and understanding of human rights, the forms and mechanisms of oppression and discrimination.

IV. To prepare social workers with advanced knowledge and skills to practice without discrimination with respect to client’s age, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

V. To prepare social workers who are able to collaborate across disciplines with advanced knowledge, values and skills of the social work profession to engage in ethical, responsible, and self-critical social work practice, with a clear understanding of the history of social work profession and its contemporary structures, and issues.

VI. To prepare social workers with values and ethics, skills in critical thinking and advocacy, in order to analyze, formulate and influence social welfare policies.

VII. To prepare social workers with advanced skills in practice, policy, practice evaluation, and critical thinking within an area of concentration (Children, Youth and Families, Health/ Mental Health or School Social Work).

VIII. To prepare social workers for leadership positions in the social welfare service delivery settings within a specific area of practice (Children, Youth and Families, Health/ Mental Health, School Social Work and Gerontology).

IX. To prepare social workers to engage in scholarship and professional development that help advance social work knowledge and practice.
MSW Program Objectives

The goals of the MSW program are carried out through a series of objectives so that upon completion of the M.S.W. degree program graduates will be able to accomplish the following within specific content areas:

1. Demonstrate knowledge which is built upon a liberal arts background and social work values, ethics, history and philosophy and apply it to contemporary social concerns (EP 2,5: Values and Ethics);

2. Apply knowledge and skills to practice within rural and diverse populations to promote social and economic justice/human rights that include age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex and sexual orientation through the use of strategies of advocacy and social changes which advances social and economic justice, and human rights (EP 3: Diversity);

3. Demonstrate the ability to apply knowledge about the forms and mechanisms of oppression and discrimination and apply advocacy strategies which serve to promote social change, social and economic justice, and human rights (EP 4: Populations at risk);

4. Apply the professional use of self and critical thinking skills within professional contexts of practice to include individuals, families, groups, organizations and communities (EP 1: Human behavior in the social environment);

5. Analyze, develop programs, and impact social welfare policies (EP 8: Social Welfare Policy and Services);

6. Intervene with strength based skills and knowledge of a social work practice for service delivery utilizing communication skills with all levels of systems (micro, mezzo and macro) in rural, urban and international levels (EP M6: Social Work Practice);

7. Demonstrate the ability to use the knowledge of program evaluation and self-evaluation within the context of research-based and evidence based-practice using both qualitative and quantitative approaches including single-system designs (EP 9: Research);

8. Demonstrate the use of communication skills differentially with a variety of client populations, colleagues, and members of the community (EP 8: Field education);

9. Apply the knowledge and skills of advanced practice to function within the structure of organizations and service delivery systems and seek necessary organizational change within micro, mezzo and macro levels (EP 12: Field education);
The Council on Social Work Education Social Work Competencies:

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

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

Competency 5: Engage in Policy Practice

Competency 6a: Engage with Individuals and Families

Competency 6b: Engage with Groups, Organizations, and Communities

Competency 7a: Assess Individuals and Families

Competency 7b: Assess Groups, Organizations, and Communities

Competency 8a: Intervene with Individuals and Families

Competency 8b: Intervene with Groups, Organizations, and Communities

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Link to CSWE Educational Policy and Accreditation Standards: http://www.cswe.org/file.aspx?id=81660
Advanced Concentration Objectives

1. Apply knowledge, values and skills in more breadth, depth and specificity to achieve above objectives (1 through 8) within one’s area of concentration (Children, Youth & Families and Health/Mental Health, and in the School Social Work Certification program) (EP 3.1);

2. Apply the knowledge and skills of advanced practice in an area of concentration (Children, Youth & Families and Health/Mental Health, and in the School Social Work Certification program) and (EP 3.1);

3. Analyze, intervene and evaluate in ways that are highly differentiated and self-critical within one’s area of concentration (Children, Youth & Families and Health/Mental Health, and in the School Social Work Certification program) (EP 3.1);

4. Synthesize and apply a broad range of knowledge, social work values and skills with a high degree of autonomy and proficiency within one’s area of concentration (Children, Youth & Families and Health/Mental Health, and in the School Social Work Certification program) (EP3.1);

5. Use supervision and consultation appropriate to advanced practice in an area of concentration (Children, Youth & Families and Health/Mental Health, and in the School Social Work Certification program) (EP 9);

6. Refine and advance the quality of one’s practice and that of the larger social work profession through leadership, scholarship and professional development within one’s area of concentration. (Children, Youth & Families and Health/Mental Health, and in the School Social Work Certification program) (EP3.1).

11-19-08
Full Time Faculty:

Kawewe, Saliwe, Director and Professor, Ph.D., Saint Louis University, 1985; 1996. Advanced generalist practice, child welfare, policy, research, international social welfare policy, social development strategies in Third World communities, HIV/AIDS prevention and treatment, women and children, cultural diversity, and indigenous populations.

Brinker, Paul, Graduate Field Practicum Coordinator & Instructor, B.S.W. Southern Illinois University Carbondale. M.S.W. Southern Illinois University Carbondale. Protective service child welfare, social justice through advocacy, community development, health/mental health practice.

Buila, Sarah, Associate Professor, Graduate Program Director, M.S.W. SIUC 2005; 1998. Ph.D., University of Illinois. Generalist practice, substance abuse, psycho-social disorders, health/mental health practice, social support and the management of chronic mental illness, cultural competency, food security, and social justice.

Jurkowski, Elaine T., Professor, Ph.D., University of Illinois at Chicago, 1997; 1998. Social work theory, program evaluation and community social services and systems changes, research methods, health, public health, population health, community planning/counseling, gerontology, and media as an intervention.

Koen, Nina, Undergraduate Field Practicum Coordinator & Instructor, M.S.W., L.C.S.W., B.S.W., Southern Illinois University Carbondale, 2006. M.S.W. – Southern Illinois University Carbondale, 2007. Adoption Triad, Children and Adolescents in Foster Care, Children and Adolescents mental health.

Reese, Dona J., Professor, MSW 1979 and Ph.D. in Social Work 1994, University of Maryland, LCSW; 2008. Hospice social work, focusing on social work outcomes measurement, spirituality, and cultural competence. Active learning approach to social work education, with a focus on service learning and participatory action research.
Reichert, Elisabeth, Professor, Ph.D., University of Tennessee at Knoxville, 1989; 1994. Practice, policy, human behavior and the social environment, clinical social work with sexual abuse/incest survivors, battered women, crisis intervention, human rights policy and practice, and international social work.


Soliman, Hussein, Professor, Ph.D. University of Tennessee, 1993; 2004. Research methodology, generalist practice, practice evaluation, school social work, social policy, disasters and traumatic stress, international social work.

**OTHER FACULTY:**

Connell-Coriasco, Michelle, MSW, MSED – Instructor

Palmer-Thomas, Deborah, M.A. – Instructor
Education – B.S.W., Southern Illinois University Carbondale. M.A., Social Service Administration, University of Chicago.

Parr, Carrie, M.S.W.-Instructor
Education-B.S.W., Southern Illinois University Carbondale. M.S.W., Southern Illinois University Carbondale.

Warshawskey, Robert, M.S.W., Ph.D. - Instructor
Education - B.A., European History, University of North Carolina at Chapel Hill. M.S.W., Tulane University School of Social Work. D.S.W., Tulane University School of Social Work.
SOCW478-1 to 6 International Social Work: Generalist Policy and Practice. (A) Germany; (B) Mexico; (C) India; (D) Bangladesh; (E) Canada; (F) South America; (G) Asia; (H) Africa; (I) Classroom based; (J) Other. 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.

SOGW 496-1 to 3 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 Director.

SOCW 500-3 Human Behavior and the Social Environment in Social Work. Life span development. Students acquire a foundation knowledge of human development in the social environment over the life span. Normal development stages and impacts of social systems on the growth of individuals in diverse populations of rural areas are emphasized. Prerequisite: admission to the School of Social Work. Restricted to admission to the program.

SOCW 501-3 Generalist Practice. This course emphasizes the development of advanced intervention skills related to generalist practice with individuals, families, groups, organizations and communities in multiple-service, community-based agencies characteristic of rural areas. Restricted to admission to the program.

SOCW 502-3 Perspectives on Human Behavior for Social Work Practice. Selective examination of the theoretical basis of development and inter-relational aspects of individuals and families throughout the life span. Normal development stages and impacts of social systems on the growth of individuals in diverse populations of rural areas is emphasized. Prerequisite: eligibility for Advanced Standing. Must be taken concurrently with SOCW 512 & 522. Grade of B or better is required. Restricted to admission to the School of Social Work with eligibility for advanced standing.

SOCW 504-2 Ethnic Diversity in Social Work. Examination of issues involved in delivering social services to various ethnic and cultural groups. Sensitizes students to personal, familial, or community problems of ethnic or cultural origin. Implications for understanding social services to populations who have experienced discrimination are discussed. Restricted to admission to the program.

SOCW 505-2 Foundations of Social Work and Services. Examination of both historical and philosophical developments of the social welfare system as an institution and social work as a profession in the United States. Future trends in social work education and practice are predicted based on social and political mentality prevailing at present time. Restricted to admission to program.
SOCW 510-3 Families, Groups and Organizations in Social Work. Examination of systems and advanced generalist practice theories within the context of rural, integrated, and multiple-service social services delivery systems. Specific practice examples will be used to facilitate understanding of how theory guides practice with families, groups, organizations and communities. Restricted to admission to the program.

SOCW 511-3 Social Work Research. This course emphasizes the importance of scientific inquiry within social work practice and covers the application of basic concepts of research methodology to social work including problem formulation, research design, sampling, measurement, and data analysis. Includes single-system methodology as it applies to social work practice in rural areas. Prepares students to conduct an individualized single-system project based on practice intervention with clients or systems in their practicum setting in the final semester of their studies. Prerequisites: an introduction to statistics course, or concurrent enrollment allowed. Restricted to admission to program.

SOCW 512-3 Advanced Social Work Research. Selective examination of inductive and deductive methods in social work knowledge building. Includes research methodologies and group designs as applied to social work practices in rural areas. Prepares students to conduct an individualized single-system project based on practice intervention with clients or systems in their practicum setting in the final semester of their studies. Prerequisites: eligibility for advanced standing. Must be taken concurrently with SOCW 502 & 522. Grade of B or better is required to continue in the advanced standing program. Restricted to Master of Social Work students or consent of the School.

SOCW 520-3 Social Work Practice II. Foundation practice focusing on process, methods and skills for work with groups, communities and organizations. Prerequisite: 510.

SOCW 521-3 Social Work Policy Practice. Examines the historical development of social welfare and professional social work in Europe and the United States. The course introduces a systematic framework for policy analysis with particular attention paid to policies affecting diverse rural populations, women, and minorities. Restricted to admission to the program; restricted to social work graduate students only.

SOCW 522-3 Advanced Social Work Policy Practice. Selective examination of the historical development of social welfare and professional social work in Europe and the United States. Uses a systematic framework for policy analysis with particular attention paid to policies affecting women, low income, oppressed, and diverse rural populations. Prerequisite: eligibility for advanced standing. Must be taken concurrently with SOCW 502 and 512. Grade of B or better is required to continue in the advanced standing program. Restricted to Master of Social Work students or consent of the School.

SOCW 530-3 Substance Abuse & Social Work Practice. In-depth knowledge of social work assessment of both individuals and families involved in substance abuse. Students are provided with advanced knowledge and skills in various social work intervention models applicable to the area of substance abuse.
SOCW 531-3 Psychosocial Disorders. (Same as SOCW446J) This course provides a basic knowledge of psychopathology and how it impacts individual functioning and family dynamics. Students become familiar with the theoretical basis and the basic structure of DSM-IV and models of interdisciplinary clinical practice in mental health. Prerequisite: Completion of foundation or transition courses (SOCW500, 501, 504, 510, 511, 521, 541A & B, 542A & B Or SOCW502, 512, 522) or consent from the School’s Graduate Program Director.

SOCW 532-3 Program Evaluation for Social Work. This course focuses on the application of research methods especially in evaluating programs or program components in the area of concentration and to the practicum experience. Includes content on self-evaluation in practice. Prerequisite: grade of B or better in SOCW 511 or 512 and an introduction to statistics course. Restricted to Master of Social Work students or consent of the School.

SOCW 533-2 Social Work Practice in the Schools. In-depth examination of the history and practice of social work in primary and secondary schools. Roles of school social workers and practice approaches are emphasized. Prerequisite: completion of foundation or transition courses, SPED408 or SPED420. Restricted to admission to the School Social Work certification program.

SOCW 535-3 Legal Aspects of Social Work Practice. Examination of law and legal procedures that relate directly to social work practice in general. Legal perspectives of a specific concentration field of practice are discussed in depth.

SOCW 541A-2 Foundation Seminar I. Seminar which is taken concurrently with Foundation Practicum I. The seminar emphasizes the relationship between the practicum experience, social work practice, policy, human behavior and the social environment (HBSE), and research curricula. Restricted to admission to the program.

SOCW541B-2 Foundation Practicum I. Field practicum which is taken concurrently with Foundation Seminar I and is a structured and supervised on-site field practice in a selected agency. Practicum is equivalent to 12 hours per week for 15 weeks (a total of 360 hours) over two semesters. Graded S/U. Restricted to admission to the program and concurrent registration in 541A.

SOCW 542A-2 Foundation Seminar II. Seminar which is taken concurrently with Foundation Practicum II and serves as a continuation of 541A. The seminar emphasis the relationship between the practicum experience, social work practice, policy, human behavior and the social environment (HBSE) and research curricula. Prerequisites: SOCW541A, B. Restricted to Master of Social Work students or consent of the School.

SOCW542B-2 Foundation Practicum II. Field practicum which is taken concurrently with Foundation Seminar II and serves as a continuation of 541B, which is a structured and supervised on-site field practice in a selected agency with concurrent seminar. This is the second on-site field practice with concurrent seminar. Continuation of 541B. Graded S/U. Prerequisite: 541A, B and concurrent registration in 542A. Restricted to Master of Social Work students or consent of the School.
SOCW 543A-3 Advanced Practicum Seminar I. Concentration specific practicum seminar with concurrent field practicum, 543B. Practicum seminar focuses on the application of advanced generalist theory, knowledge and skills covered in the curriculum within the specific concentration area (Children, Youth and Families/School Social Work; Health/Mental Health). Prerequisite: completion of foundation or transition courses. Restricted to Master of Social Work students or consent of the School.

SOCW543B-3 Advanced Practicum I. On-site concentration specific field practice in an approved agency with appropriate supervision equivalent to 20 hours per week for 15 weeks (a total of 607 hours is required to be completed in two semesters) with a concurrent seminar. The practicum focuses on the application of advanced concentration theory, knowledge and skills covered in the curriculum. Graded S/U. Prerequisite: completion of foundation or transition courses. Restricted to Master of Social Work students or consent of the School.

SOCW 544A-3 Advanced Practicum Seminar II. A continuation of the concentration specific practicum seminar with concurrent field practicum 544B. Continuation of 543A. Prerequisite: 543A & B & registration in SOCW544B. Restricted to Master of Social Work students or consent of the School.

SOCW544B-3 Advanced Practicum II. A continuation of the concentration specific practicum of 20 hours per week in the field for 15 weeks with a concurrent seminar, 544A. Graded S/U. Continuation of 543B. Prerequisite: SOCW543A & B and concurrent registration in 544A. Restricted to Master of Social Work students or consent of the School.

SOCW 546A-3 Selected Topics: Social Work Counseling with Individuals. (Same as SOCW 446A) (May be repeated with different sections).

SOCW 546B-3 Selected Topics: Social Work Practice with Groups. (Same as SOCW 446B) (May be repeated with different sections).

SOCW 546C-3 Selected Topics: Social Work Intervention with Traumatic Stress Events. (Same as SOCW 446C) (May be repeated with different sections).

SOCW 546D-3 Selected Topics: Medical Social Work. (Same as SOCW 446D) (May be repeated with different sections).

SOCW 546E-3 Selected Topics: Substance Abuse and Mental Health. (Same as SOCW 446E) (May be repeated with different sections).

SOCW 546F-3 Selected Topics: Social Work Family Therapy. (Same as SOCW 446F) (May be repeated with different sections).

SOCW 546G-3 Selected Topics: Administration and Grant Writing. (Same as SOCW 446G) (May be repeated with different sections).
SOCW 546H-3 Selected Topics: Child Welfare. (Same as SOCW 446H) (May be repeated with different sections).

SOCW 546I-3 Selected Topics: Spirituality. (Same as SOCW 446I) (May be repeated with different sections).

SOCW 546J-3 Selected Topics: Adoption. (Same as SOCW 446K) (May be repeated with different sections).

SOCW 546K-3 Selected Topics: Other. (Same as SOCW 446L) (May be repeated with different sections).

SOCW 550-2 Social Work Practice in Health and Mental Health Settings. Examination of social and emotional impacts of illness and death on individuals. Implications of physical and mental disorders to social work practice are discussed with particular emphasis on cultural, racial, religious, gender and other psychosocial aspects of illness. Prerequisite: completion of foundation or transition courses or consent of the School.

SOCW 551-3 Advanced Social Work Practice I: Health & Mental Health. This is the first of a two-part course that emphasizes health and mental health delivery within systems theory and an advanced generalist practice skills framework. Includes case studies and exercises aimed at practice with diverse populations in rural areas. Prerequisite: completion of foundation or transition courses. Restricted to Master of Social Work students or consent of the School.


SOCW 555-3 Advanced Policy Analysis and Practice: Health & Mental Health. This course applies a systematic analytical framework for a critical and in-depth analysis of federal, state and local policies that shape programs affecting health and mental health in rural settings. Examines how policy impacts practice with diverse populations. Prerequisite: completion of foundation or transition courses. Restricted to Master of Social Work students or consent of the School.


SOCW 559-3 Aging and Mental Health. (Same as GRON559). Examination of the nature and etiology of mental health problems facing older Americans. Review of research reports to build a theoretical basis for mental disorders.

SOCW 560-2 Social Work Practice with Children and Youth. Advanced level of knowledge and skills that are relevant to the prevention and amelioration of problems related to maladaptive parent-child interaction, parental inability to provide child care, parents’ unrealistic expectations of a physically and mentally limited child. Prerequisite: completion of foundation or transition courses or consent of the school.

SOCW 561-3 Advanced Social Work Practice I: Children, Youth & Family. This is the first part of a two-part course that emphasizes family-centered practice (family preservation, integrated services) within systems theory and an advanced generalist practice skills framework. Includes case studies and exercises aimed at practice with diverse populations in rural areas. Prerequisite: completion of foundation or transition courses. Restricted to Master of Social Work students or consent of the School.


SOCW 565-3 Advanced Policy Analysis and Practice: Children, Youth & Families. This course applies a systematic analytical framework for a critical and in-depth analysis of federal, state and local policies that shape programs affecting children, youth and families in rural settings. Examines how policy impacts practice with diverse populations. Prerequisite: completion of foundation or transition courses. Restricted to Master of Social Work students or consent of the School.


SOCW 570-3 Gerontology and Social Work. Examines the major psycho-social and ecological theories of human aging within the framework of social work practice. Extrapolations of those theories and application of them to social work practice and research are emphasized.

SOCW 575-3 Policy and Program Issues of Aging. (Same as GRON575) Examination of public policies that impact on the quality of life of the elderly. Major programs are identified and analyzed. Future policy issues are discussed.

SOCW 576-1 to 6 Selected Topics in Aging Practice Issues. Examination of selected knowledge and skills useful for gerontological social work practice. In-depth study on specific topics will be conducted. Prerequisite: SOCW570.
**SOCW 577-1 to 4 Selected Topics in Research.** Individualized advanced research projects related to student interest. Graded S/U. Prerequisite: completion of foundation or transition courses or consent of the School.

**SOCW 578-1-6 International Social Work.** Critical examination of the nature and scope of social welfare programs in other nations, including: personal social services, income maintenance, healthcare, and social development programs.
Endorsement in School Social Work (Please refer to the Illinois State Board of Education, www.isbe.net/licensure/requirements/oos-pel-school-support-end.pdf, or the Teacher Education Program in the College of Education and Human Services, for the most current information on endorsement requirements for School Social Work)

Those students who wish to qualify for endorsement in school social work need to:

A. Complete the core courses listed under the children, youth and families emphasis.

B. Take the following courses (which will satisfy the elective requirements):
   1. SOCW 533-2 Social Work Practice in the Schools
   2. SOCW 567-2 Advanced School Social Work Issues
   3. SPED 408-3 OR SPED 420-3
      AND
   4. EAHE 501-3 OR EAHE 503-3 *

C. The field Placement (SOCW 543B-4 and SOCW 544B-4) will be in a school setting for two consecutive semesters.

D. SPED408-3 or SPED420-3 is a prerequisite to field placement for students in the School Social Work Endorsement Program and must be completed before fall semester field placement (SOCW543B).

E. Pass the Illinois State Board of Education Test of Academic Proficiency (TAP) and the School Social Work Certification Test.

All school support personnel endorsements require the following:

- A master’s degree or higher from a regionally accredited institution of higher education (except school nurse)
- Completion of a preparation program in the field of specialization, i.e. school counseling (ISBE from 80-02S: State Approved Program and Completion of Standards Verification-School Support Personnel Only, must be submitted to ISBE)
- Internship or equivalent experience
- Completion of coursework* addressing methods of teaching exceptional children, reading methods, content area reading, and methods of teaching English language learners (Use ISBE for 80-02S: State Approved Program and Completion of Standards Verification-School Support Personnel Only)

- Licensure Tests: Content tests can be no more than 10 years old at the time of application. Basic skills scores are valid indefinitely. View the chart below to see the required tests for each area.

- Additional requirements: View required internships and specific requirements for each area in the chart below.
  If completing a program at an Illinois Institution, please work closely with the Institution to ensure their specific requirement/timeframes are met.

<table>
<thead>
<tr>
<th>Endorsement &amp; Applicable Administrative Rule</th>
<th>School Social Worker (25.215)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Validity / Grade Range</td>
<td>Pre K-Age 21</td>
</tr>
<tr>
<td>ILTS Tests</td>
<td>A test of basic skills**</td>
</tr>
<tr>
<td></td>
<td>School Social Worker (184)</td>
</tr>
<tr>
<td>Internship</td>
<td>1 of the following:</td>
</tr>
<tr>
<td></td>
<td>- Internship experience of at least 600 contact hours in a school setting</td>
</tr>
<tr>
<td></td>
<td>- One year of work experience on a valid out-of-state license or an educator license with stipulations with a school support personnel endorsement for school social work</td>
</tr>
<tr>
<td>Specific Requirements</td>
<td>The graduate school of social work must be accredited by the Council on Social Work Education.</td>
</tr>
<tr>
<td></td>
<td>400 hours of field experience supervised by a field instructor holding a master’s or higher degree in social work</td>
</tr>
</tbody>
</table>
*To see a list of acceptable courses you may take to fulfill this coursework requirement check the ISBE web site.

**The test of basic skills is only required for the issuance of a PEL. Educators who hold a valid PEL and have already taken a test of basic skills will not be required to take another. If a test of basic skills has already been passed and used for issuance for the PEL, this requirement will be waived. This is only required if a passing score on a test of basic skills was NOT already used for issuance of the PEL.

The following test scores may be accepted for the test of basic skills:

- Test of Academic Proficiency (TAP 400)

- ACT: Prior to 9/1/15-Composite score of 22 with combined English/Writing score of 19 OR 9/1/15 and later Composite of 22 with Writing score of 16

- SAT: Prior to 3/5/16-Composite score of 1030 (mathematics and critical writing) with a minimum writing score of 450 OR 3/5/16 and later-Composite score of 1110 (evidence-based reading and writing + mathematics = 1110 or higher) and a minimum score of 26 on writing and language.

Out-of-state test of basic skills that led to licensure in another state

This information is accurate at the date posted below. All applicants will be held to the most current administrative rule or statutory requirements.

ISBE Educator Licensure July 2016
Faculty advisors
Faculty advisors are available for academic support and professional career counseling. Faculty advisors are assigned to students at the beginning of the school year. If you would like to change your advisor, please see the assistant to the Graduate Program Director as soon as possible. As a graduate student in social work, you are strongly encouraged to see your faculty advisor on a regular basis. Your faculty advisor is a resource person whom you may consult about issues related to your academic program, special interests, research projects, choice of electives, career options, etc.

Problems
Your faculty advisor, as well as the Graduate Program Director, or the school’s Academic Advisor, are available to assist you if you encounter any academic/scheduling problems. You should be aware that any changes to your sequence of classes may delay your graduation date.

Registration Information
Students are required to register on-line. Each semester the Assistant to the Graduate Program Director in the School of Social Work prepares a list of classes which students will need. Please contact her to ensure you register for the correct courses and sections.

Electives
Electives should be taken from a different field of study and must be related to your concentration. The number of electives and credit hours needed to graduate is determined by the program to which you were accepted and your field of concentration. See pages 32-34 for recommended electives by area or page 35 for the complete list of classes that have been approved to satisfy the elective requirement. (You may, of course, choose a course that is not on that list as long as it is related to your concentration and approved by your faculty advisor and the graduate program director.)

Incompletes
Incompletes are not awarded (in any courses) except under extenuating circumstances. You should know that since the coursework in the School of Social Work follows a pre-set pattern, any incomplete course will disrupt this sequence. We recommend that if an incomplete is called for, that it be completed as soon as possible so as to avoid further delays and inconveniences for you and the faculty. Effective for courses taken Summer 2013 or later and assigned a grade of INC, the maximum time period for graduate students to complete the course (before the INC is converted to an F) will be set at one year from the close of the term in which the course was taken. Under NO CIRCUMSTANCES will an incomplete be given in a course in which you are carrying a failing grade. If an incomplete grade is assigned, students should not re-register for the course. Faculty assigning an incomplete grade will make clear the conditions which the student should meet to qualify for a proper final grade.
Grades
With the exception of the summer transition courses, a student may receive a grade of C in any other required social work course and still successfully complete the program. Any required Social Work course in which a student receives a grade lower than a C must be retaken. Students must receive a grade of C or better in all required Social Work courses before they may continue in the tracking sequence. Keep in mind that each course is only offered once each academic year. For example, if a student receives a grade lower than a C in a Fall semester course, (s)he cannot register for Social Work classes for the Spring semester and the only Social Work course that (s)he may register for in the next Fall semester would be the course in which the failing grade was received. The Graduate School requires that students maintain a minimum of 3.0 GPA throughout their graduate career. Any student that falls below the 3.0 GPA will be placed on academic probation. Any graduate student on academic probation whose GPA remains below 3.0 for two consecutive semesters, excluding Summer semester, will be permanently suspended from the Graduate School, unless the department and Collegiate Dean petition the Graduate Dean for an exception.
GATEKEEPING POLICY PROCESS*

1. Each instructor shall review the gatekeeping policy with regard to every student and fill out the gatekeeping form (attached) for those that do not meet the school’s standards.

2. If a student receives a negative mark, the form shall be given to the Retention Committee.

3. The Retention Committee shall review all negative student forms and will follow the following process:

   If a student receives one “Recommended with Reservations”: A form letter will be sent to student and a copy placed in the student's file.

   If a student receives one “Not Recommended”: A form letter will be sent to the student and a copy placed in the student's file. At this time the student will meet with the Undergraduate or Graduate Program Director. A contract will be developed by the student and Undergraduate or Graduate Program Director.

   If a student receives two “Not Recommended”: The Retention & Dismissal Committee will meet and determine the retention of the student. The Retention Committee will notify the student in writing and a copy of the letter will be placed in the student's file.

   The Retention Committee will meet at the end of each semester, review the forms, and will make recommendations.

   If additional cards are accrued, a letter will be sent to the student and placed in the student's file and a vote will be held by the Retention Committee regarding retention of the student.

   The Retention Committee will consist of the Graduate Program Director or Undergraduate Program Director; two additional faculty members; and three students (selected by the students). The Retention Committee must also have minority representation.

   The faculty member responsible for giving the one "Not Recommended" form should be present at the review with the Graduate or Undergraduate Program Director.

   Student receiving the negative comment, should be present at the Retention Committee meeting where the future of the student’s retention in the program is being discussed.

*The following recommendations were adopted (December 1999) by the students and approved by the faculty, February, 2000.

September 8, 2017

School of Social Work, Mailcode 4329, Carbondale, Illinois 62901-4329, 618/453-2243, Fax:618/453-4291
Each area should be rated: Competent = C; Adequate = A; Weak = W; Non-applicable = NA

Basis for Judgment of Student:

- University Coursework
- Group Interactions
- NASW Code of Ethics

Academic Performance Content Area:

- Competent
- Adequate
- Weak

Retention in SSW:

- Recommended
- Recommended with Reservations
- Not Recommended

Disruptive Behavior

- Verbal
- Physical
- Non-Verbal

Additional Comments:

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Signature of Instructor: ____________________________________________
# M.S.W. REQUIREMENTS CHECKLIST

## Advanced Standing-Transition Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Term/Year</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCW 502</td>
<td>Perspectives on Human Behavior for Social Work Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCW 512</td>
<td>Advanced Social Work Research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCW 522</td>
<td>Advanced Social Work Policy Practice</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Foundation Curriculum

### FALL SEMESTER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Term/Year</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCW 500</td>
<td>Human Behavior and the Social Environment in Social Work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCW 501</td>
<td>Generalist Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCW 510</td>
<td>Families, Groups &amp; Organizations in Social Work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCW 541A</td>
<td>Foundation Seminar I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCW 541B</td>
<td>Foundation Practicum I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>XXX</td>
<td>Elective</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### SPRING SEMESTER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Term/Year</th>
<th>Grade</th>
</tr>
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<tbody>
<tr>
<td>SOCW 504</td>
<td>Ethnic Diversity in Social Work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCW 511</td>
<td>Social Work Research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCW 521</td>
<td>Social Work Policy Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCW 542A</td>
<td>Foundation Seminar II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCW 542B</td>
<td>Foundation Practicum II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>XXX</td>
<td>Elective</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Second Year - Health/Mental Health Emphasis

### FALL SEMESTER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Term/Year</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCW 531</td>
<td>Psychosocial Disorders</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCW 543A</td>
<td>Advanced Practicum Seminar I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCW 543B</td>
<td>Advanced Practicum I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCW 551</td>
<td>Advanced Social Work Practice I: Health &amp; Mental Health</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCW 555</td>
<td>Advanced Policy Analysis &amp; Practice: Health &amp; Mental Health</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### SPRING SEMESTER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Term/Year</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCW 532</td>
<td>Program Evaluation for Social Work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCW 544A</td>
<td>Advanced Practicum Seminar II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCW 544B</td>
<td>Advanced Practicum II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCW 552</td>
<td>Advanced Social Work Practice II: Health &amp; Mental Health</td>
<td></td>
<td></td>
</tr>
<tr>
<td>XXX</td>
<td>Elective</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Second Year - Child Welfare Emphasis

### FALL SEMESTER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Term/Year</th>
<th>Grade</th>
</tr>
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<tbody>
<tr>
<td>SOCW 531</td>
<td>Psychosocial Disorders</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCW 543A</td>
<td>Advanced Practicum Seminar I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCW 543B</td>
<td>Advanced Practicum I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCW 561</td>
<td>Advanced Social Work Practice I: Children, Youth &amp; Family</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCW 565</td>
<td>Advanced Policy Analysis and Practice: Children, Youth &amp; Fam.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### SPRING SEMESTER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Term/Year</th>
<th>Grade</th>
</tr>
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<tbody>
<tr>
<td>SOCW 532</td>
<td>Program Evaluation for Social Work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCW 544A</td>
<td>Advanced Practicum Seminar II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCW 544B</td>
<td>Advanced Practicum II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCW 562</td>
<td>Advanced Social Work Practice II: Children, Youth and Fam</td>
<td></td>
<td></td>
</tr>
<tr>
<td>XXX</td>
<td>Elective</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## School Social Work Endorsement

*Must take the classes listed in the Child Welfare Emphasis section, in addition to:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Term/Year</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCW 533</td>
<td>Social Work Practice in the Schools (Fall semester)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCW 567</td>
<td>Advanced School Social Work Issues (Spring Semester)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPED 408 or sped 420</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EAHE 501 or EAHE 503</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

24
MASTER OF SOCIAL WORK

Program Format and Areas of Specialization:

As a graduate student in the School of Social Work, you must follow your approved sequence of classes. Any changes to your schedule must first be approved by your faculty advisor and then by the Graduate Program Director. Please note that any changes to your sequence may affect your graduation date.

ADVANCED STANDING

(Summer Transition courses)

<table>
<thead>
<tr>
<th>Semester I Summer Year</th>
<th>Course #/Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SOCW 502 (3)</td>
<td>Perspectives on Human Behavior for Social Work Practice</td>
</tr>
<tr>
<td></td>
<td>SOCW 512 (3)</td>
<td>Advanced Social Work Research</td>
</tr>
<tr>
<td></td>
<td>SOCW 522 (3)</td>
<td>Advanced Social Work Policy Practice</td>
</tr>
</tbody>
</table>

Total Hours = 9

Please Note: You must receive a grade of B or better in each transition course to be recommended to continue in the MSW Program with advanced standing in the fall semester.
## MASTER OF SOCIAL WORK

REGULAR PROGRAM **FULL-TIME SCHEDULING AGREEMENT**

**PROFESSIONAL FOUNDATION YEAR I**

**REGULAR ENTRANTS**

<table>
<thead>
<tr>
<th>Semester I</th>
<th>Course # (Credits)</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall, _____ Year</td>
<td>SOCW 500 (3)</td>
<td>Human Behavior and the Social Environment in Social Work</td>
</tr>
<tr>
<td></td>
<td>SOCW 501 (3)</td>
<td>Generalist Practice</td>
</tr>
<tr>
<td></td>
<td>SOCW 510 (3)</td>
<td>Families, Groups &amp; Organizations in Social Work</td>
</tr>
<tr>
<td></td>
<td>SOCW 541A (2)</td>
<td>Foundation Seminar I</td>
</tr>
<tr>
<td></td>
<td>SOCW 541A (2)</td>
<td>Foundation Practicum I</td>
</tr>
<tr>
<td></td>
<td>XXXX 000 (2)</td>
<td>Elective</td>
</tr>
</tbody>
</table>

**Total Hours = 15**

<table>
<thead>
<tr>
<th>Semester II</th>
<th>Course # (Credits)</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring, _____ Year</td>
<td>SOCW 504 (2)</td>
<td>Ethnic Diversity in Social Work</td>
</tr>
<tr>
<td></td>
<td>SOCW 511 (3)</td>
<td>Social Work Research</td>
</tr>
<tr>
<td></td>
<td>SOCW 521 (3)</td>
<td>Social Work Policy Practice</td>
</tr>
<tr>
<td></td>
<td>SOCW 542A (2)</td>
<td>Foundation Seminar II</td>
</tr>
<tr>
<td></td>
<td>SOCW 542A (2)</td>
<td>Foundation Practicum II</td>
</tr>
<tr>
<td></td>
<td>XXXX 000 (3)</td>
<td>Elective</td>
</tr>
</tbody>
</table>

**Total Hours = 15**

**Total Hours = 30**

**PLEASE NOTE:** You **may not** enter into Year II until the professional foundation courses and field practicum are successfully completed.
# MASTER OF SOCIAL WORK

## REGULAR PROGRAM Reduced-Load SCHEDULING AGREEMENT

### PROFESSIONAL FOUNDATION YEAR I

#### REGULAR ENTRANTS

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course # (Credits)</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall, _____ Year</td>
<td>SOCW 500 (3)</td>
<td>Human Behavior and the Social Environment in Social Work</td>
</tr>
<tr>
<td></td>
<td>SOCW 501 (3)</td>
<td>Generalist Practice</td>
</tr>
<tr>
<td></td>
<td>XXXX 000 (2)</td>
<td>Elective</td>
</tr>
</tbody>
</table>

**Total Hours = 8**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course # (Credits)</th>
<th>Course Title</th>
</tr>
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<tbody>
<tr>
<td>Spring, _____ Year</td>
<td>SOCW 504 (2)</td>
<td>Ethnic Diversity in Social Work</td>
</tr>
<tr>
<td></td>
<td>SOCW 521 (3)</td>
<td>Social Work Policy Practice</td>
</tr>
<tr>
<td></td>
<td>XXXX 000 (3)</td>
<td>Elective</td>
</tr>
</tbody>
</table>

**Total Hours = 8**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course # (Credits)</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall, _____ Year</td>
<td>SOCW 510 (3)</td>
<td>Families, Groups &amp; Organizations in Social Work</td>
</tr>
<tr>
<td></td>
<td>SOCW 541A (2)</td>
<td>Foundation Seminar I</td>
</tr>
<tr>
<td></td>
<td>SOCW 541B (2)</td>
<td>Foundation Practicum I</td>
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</table>

**Total Hours = 7**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course # (Credits)</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring, _____ Year</td>
<td>SOCW 511 (3)</td>
<td>Social Work Research</td>
</tr>
<tr>
<td></td>
<td>SOCW 542A (2)</td>
<td>Foundation Seminar II</td>
</tr>
<tr>
<td></td>
<td>SOCW 542B (2)</td>
<td>Foundation Practicum II</td>
</tr>
</tbody>
</table>

**Total Hours = 7**

**Total Hours = 30**

---

**PLEASE NOTE:** You *may not* enter into Year II until the professional foundation courses and field practicum are successfully completed.
# MASTER OF SOCIAL WORK

## HEALTH/MENTAL HEALTH EMPHASIS

**YEAR II  FULL-TIME (or Advanced Standing Full Time)**

**SCHEDULING AGREEMENT**

<table>
<thead>
<tr>
<th><strong>Course# (Credits)</strong></th>
<th><strong>Course Title</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester I Fall, _____ Year</strong></td>
<td><strong>SOCW 531 (3)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>SOCW 543A (3)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>SOCW 543B (3)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>SOCW 551 (3)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>SOCW 555 (3)</strong></td>
</tr>
</tbody>
</table>

Total Hours = 15

<table>
<thead>
<tr>
<th><strong>Course # (Credits)</strong></th>
<th><strong>Course Title</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester II Spring, _____ Year</strong></td>
<td><strong>SOCW 532 (3)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>SOCW 544A (3)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>SOCW 544B (3)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>SOCW 552 (3)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>XXXX 000 (3)</strong></td>
</tr>
</tbody>
</table>

Total Hours = 15

Total Hours = 30
### Semester I
**Fall, ______ Year**

<table>
<thead>
<tr>
<th>Course # (Credits)</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCW 531 (3)</td>
<td>Psychosocial Disorders</td>
</tr>
<tr>
<td>SOCW 555 (3)</td>
<td>Advanced Policy Analysis &amp; Practice I: H/MH</td>
</tr>
</tbody>
</table>

**Total Hours = 6**

### Semester II
**Spring, ______ Year**

<table>
<thead>
<tr>
<th>Course # (Credits)</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCW 532 (3)</td>
<td>Program Evaluation for Social Work</td>
</tr>
<tr>
<td>XXXX 000 (3)</td>
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**Total Hours = 6**

### Semester III
**Fall, ______ Year**

<table>
<thead>
<tr>
<th>Course # (Credits)</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>SOCW 543A (3)</td>
<td>Advanced Practicum Seminar I</td>
</tr>
<tr>
<td>SOCW 543B (3)</td>
<td>Advanced Practicum I</td>
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<td>SOCW 551 (3)</td>
<td>Advanced Social Work Practice I: Health &amp; Mental Health</td>
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**Total Hours = 9**

### Semester IV
**Spring, ______ Year**

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<td>SOCW 544B (3)</td>
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<td>SOCW 552 (3)</td>
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**Total Hours = 9**

**Total Hours = 30**
MASTER OF SOCIAL WORK

CHILDREN, YOUTH AND FAMILY EMPHASIS

YEAR II  FULL-TIME (or Advanced Standing Full Time)

SCHEDULING AGREEMENT

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<thead>
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<tbody>
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<td><strong>Semester I</strong></td>
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</tr>
<tr>
<td><strong>Fall, _____ Year</strong></td>
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</tr>
<tr>
<td>SOCW 531 (3)</td>
<td>Psychosocial Disorders</td>
</tr>
<tr>
<td>SOCW 543A (3)</td>
<td>Advanced Practicum Seminar I</td>
</tr>
<tr>
<td>SOCW 543B (3)</td>
<td>Advanced Practicum I</td>
</tr>
<tr>
<td>SOCW 561 (3)</td>
<td>Advanced Social Work Practice I: CY &amp; F</td>
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<tr>
<td>SOCW 565 (3)</td>
<td>Advanced Policy Analysis and Practice:CY &amp; F</td>
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<tr>
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<tr>
<td>SOCW 532 (3)</td>
<td>Program Evaluation for Social Work</td>
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<tr>
<td>SOCW 544A (3)</td>
<td>Advanced Practicum Seminar II</td>
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<td>SOCW 562 (3)</td>
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**Total Hours = 30**
### Course Schedule

**Semester I**

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**Total Hours = 6**

**Semester II**

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**Total Hours = 6**

**Semester III**

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<td>SOCW 543B (3)</td>
<td>Advanced Practicum I</td>
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**Total Hours = 9**

**Semester IV**

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<td>SOCW 544b (3)</td>
<td>Advanced Practicum II</td>
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<td>SOCW 562 (3)</td>
<td>Advanced Social Work Practice II: CY &amp; F</td>
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</table>

**Total Hours = 9**

**Total Hours = 30**
## MASTER OF SOCIAL WORK

**CYF with SCHOOL SOCIAL WORK ENDORSEMENT**

**YEAR II  FULL TIME (or Advanced Standing Full Time)**

**SCHEDULING AGREEMENT**

<table>
<thead>
<tr>
<th>Course # (Credits)</th>
<th>Course Title</th>
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<tbody>
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<tr>
<td><strong>see note below</strong></td>
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<tr>
<td>SPED 408 (3)</td>
<td>Characteristics &amp; Methods for Teaching Exceptional Children</td>
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<tr>
<td>or</td>
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<tr>
<td>SPED 420 (3)</td>
<td>Advanced Theories &amp; Practices in Special Ed.</td>
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<tr>
<td>and</td>
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<tr>
<td>EAHE 501 (3) **</td>
<td>Vision &amp; Planning for School Improvement</td>
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<tr>
<td>or</td>
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</tr>
<tr>
<td>EAHE 503 (3) **</td>
<td>Building Collaborative Structures &amp; Systems of Professional Practice</td>
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**Total Hours = 6**

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<thead>
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<th>Course # (Credits)</th>
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<td>Fall, ______ Year</td>
<td>SOCW 531 (3)</td>
<td>Psychosocial Disorders</td>
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<tr>
<td>SOCW 533 (2)</td>
<td>Social Work Practice in the Schools</td>
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<tr>
<td>SOCW 543A (3)</td>
<td>Advanced Practicum Seminar I</td>
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<tr>
<td>SOCW 543B (3)</td>
<td>Advanced Practicum I</td>
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<tr>
<td>SOCW 561 (3)</td>
<td>Advanced Social Work Practice I: CY &amp; F</td>
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<td>SOCW 565 (3)</td>
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**Total Hours = 17**

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<td>SOCW 532 (3)</td>
<td>Program Evaluation for Social Work</td>
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<td>SOCW 544A (3)</td>
<td>Advanced Practicum Seminar II</td>
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<td>SOCW 562 (3)</td>
<td>Advanced Social Work Practice II: CY &amp; F</td>
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<td>SOCW 567 (2)</td>
<td>Advanced School Social Work Issues</td>
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**Total Hours = 14**

*PLEASE NOTE: Education courses (SPED 408-3 OR SPED 420 and EAHE 501-3 or EAHE 503-3) must be completed before entering Year II curriculum.  
**Consult with the Social Work Graduate Program Office regarding eligibility for a waiver for this course.*
**MASTER OF SOCIAL WORK**  
**CYF with SCHOOL SOCIAL WORK ENDORSEMENT**  
**YEAR II REDUCED-LOAD (or Advanced Standing Reduced Load)**  
**SCHEDULING AGREEMENT**

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<tr>
<td>SPED 408 (3)</td>
<td>Characteristics &amp; Methods for Teaching Exceptional Children</td>
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<tr>
<td>or</td>
<td>Advanced Theories &amp; Practices in Special Ed.</td>
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<td>SPED 420 (3)</td>
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<td>and</td>
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<td>or</td>
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<tr>
<td>EAHE 503 (3) **</td>
<td>Building Collaborative Structures &amp; Systems of Professional Practice</td>
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Total Hours = 6

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<td>Psychosocial Disorders</td>
</tr>
<tr>
<td>SOCW 533 (2)</td>
<td>Social Work Practice in the Schools</td>
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<td>SOCW 565 (3)</td>
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Total Hours = 9

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<tr>
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Total Hours = 6

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<td>SOCW 543a (3)</td>
<td>Advanced Practicum Seminar I</td>
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<td>SOCW 543B (3)</td>
<td>Advanced Practicum I</td>
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Total Hours = 8

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<td>SOCW 544A (3)</td>
<td>Advanced Practicum Seminar II</td>
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<tr>
<td>SOCW 544B (3)</td>
<td>Advanced Practicum II</td>
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<td>SOCW 562 (3)</td>
<td>Advanced Social Work Practice II: CY &amp; F</td>
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</table>

Total Hours = 8

*PLEASE NOTE: Education courses (SPED 408-3 or SPED 420 and EAHE 501-3 or 503-3) must be completed before Advanced Practicum I and II.  **Consult with the Social Work Graduate Program Office regarding eligibility for a waiver for this course.
Social work graduate students have **3-8 elective hours** to complement their areas of substantive interest. Students may choose from a wide variety of courses offered at the school and by other departments at SIUC. Since there is such an abundance of course options, we have negotiated with other departments to recommend a series of substantive elective study areas for our students. These **study areas** are intended to help you pursue any special interests you may have. They are also intended to be complementary to your area of curriculum emphasis, either: Health/Mental Health or Children, Youth & Families. Please note that there is NO REQUIREMENT for you to select any particular study area. You are free to choose any combination of elective courses. You should, however, discuss your choices with your advisor.

**Studies in Aging**

* REHB 405  Introduction to Aging and Rehabilitation  
REHB 446  Psychosocial Aspects of Aging  
* REHB 447  Biomedical Aspect of Aging  
REHB505  Behavioral Gerontology  
SOCW 559  Aging and Mental Health  
SOCW 575  Policy & Program Issues of Aging

**Studies in Disabilities**

* REHB 400  Introduction to Rehabilitation  
* REHB 401  Disability, Diversity & Society  
REHB406  Introduction to Behavior Analysis and Therapy  
REHB 445H  Developmental Disabilities  
* REHB 513  Medical and Psychosocial Aspects of Disability  
REHB 575  Case Management in Rehabilitation counseling

**Studies in Rehabilitation Administration/Supervision**

REHB 570  Rehabilitation Administration  
REHB 573  Programming, Budgeting and Community Resources  
REHB 574  Staff Training and Development  
REHB 576  Development and Supervision of Rehabilitation Employees

**Legal Studies**

REHB 512  Legal and Ethical Issues in Behavior Analysis  
REHB 581  Professional Issues in Rehabilitation  
SOCW 535  Legal Aspects of Social Work Practice
Studies in Children
REHB 543 Child Behavior

Studies in Behavioral Counseling
*REHB 406 Introduction to Behavior Analysis and Therapy
*REHB 515 Behavioral Applications to Medical Problems
REHB 557A Self-Regulation of Behavior: Self-Control
REHB 557B Self-Regulation of Behavior: Biofeedback

**Research & Statistics
***REHB 593A Research in Rehabilitation
REHB 509A Behavior Analysis Research Designs: Single-Subject Experimental Designs
REHB 509B Behavior Analysis Research Designs: Group Experimental Designs

Community Health
PH 489 Introduction to Biostatistics
PH 500 Community Organizing

Health Education
PH 407 Substance Use Prevention
PH 410 Human Sexuality
PH 441 Women’s Health

Health and Aging [see also - Certification Programs, pp 36-37]
PH 402 Death Education
PH 440 Health Issues in Aging
KIN 428 Physical Activity & Exercise for Older Adults
SOCW 559 Aging and Mental Health
SOCW 575 Policy and Program Issues of Aging

Counseling
COUN 503 Professional, Ethical & Legal Issues in Marriage, Couple, & Family Counseling
COUN 541 Theories of Counseling
COUN 542 Career Development Procedures and Practices
COUN 543 Group Theory and Practice

School Focus
COUN 521 Consultation of Schools and Organizational Systems
COUN 540 Issues and Trends in Counseling
Community Focus
COUN 412 Human Behavior and Mental Health

Studies in Behavioral Analysis and Therapy
REHB 406 Introduction to Behavior Analysis and Therapy
REHB 543 Child Behavior
REHB 584 Seminar in Behavior Analysis and Therapy

*For Maximum benefit, it is recommended that these courses be taken in sequence under each category.

**Especially recommended for students interested in pursuing a Ph.D.

***If you want to take all three courses in the sequence, you should start with REHB 593A. However, either 509A or 509B can be taken without REHB 593A.
<table>
<thead>
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<td>REHB 471</td>
<td>Tmt, Recovery &amp; Relapse Prvtn</td>
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<td>CCJ 473</td>
<td>Juvenile Delinquency</td>
<td>REHB 505</td>
<td>Behavioral Gerontology</td>
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<td>CCJ 504</td>
<td>Criminological Theory</td>
<td>REHB 508</td>
<td>Complex Behavior Analysis</td>
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<td>CCJ 571</td>
<td>Smr. – Punishment &amp; Corrections</td>
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<td>Lgl/Ethcl Issues in Bhv Anlys</td>
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<td>Med &amp; Psycsl Asct of Disab</td>
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<td>EAHE 515</td>
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<td>REHB 557B</td>
<td>Self-Reg of Beh: Biofeedback</td>
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<td>Human Behvr &amp; Mental Hlth</td>
<td>REHB 558</td>
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<td>EPSY 422</td>
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<td>REHB 566</td>
<td>Substance Use, Behvl Addictions &amp; the Family</td>
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<td>Rehab Administration</td>
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<td>EPSY 503</td>
<td>Prof. Ethical &amp; Lgl Issues in Marital, Cple &amp; Fmly Counseling</td>
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<td>Prgrm, Bdgtng &amp; Comm Rsrs</td>
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<td>Cons ofSchls and Organz Sys</td>
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<td>EPSY 541</td>
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<td>Dvlpmnt &amp; Sprvsn Rehab Emp</td>
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<td>EPSY 542</td>
<td>Creer Dvlpmnt Proc &amp; Prct</td>
<td>REHB 581</td>
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<td>Sem Beh Anlys/&amp; Therapy</td>
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<td>HED 402</td>
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<td>SOC 423</td>
<td>Sociology of Gender</td>
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<td>HED 407</td>
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<td>Seminar in Social Problems</td>
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<td>Legal Aspects of SW Practice</td>
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<td>Selected Topics in Adv. SW</td>
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<td>Community Organization</td>
<td>SOCW 554</td>
<td>Aging and Mental Health</td>
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<td>KIN 428</td>
<td>Physical Act &amp; Ex Older Adults</td>
<td>SOCW 575</td>
<td>Policy &amp; Prgrm Issues of Aging</td>
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<td>SOCW 578</td>
<td>International Social Work</td>
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<td>Administrative Law</td>
<td>SPED 408</td>
<td>Characteristics &amp; Methods for Teaching Exceptional Children</td>
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<td>POLS 542</td>
<td>Public Bdgtg. &amp; Fiscal Mgmt.</td>
<td>SPED 410</td>
<td>Instructional Planning for Students with Disabilities</td>
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<td>Human Res. Mgmt.</td>
<td>SPED 420</td>
<td>Adv. Theories &amp; Practices in Special Education</td>
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<td>POLS 549</td>
<td>Adm. of Nonprofit Organizations</td>
<td>SPED 420</td>
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<td>REHB 403</td>
<td>Independent Living Rehab</td>
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<td>REHB 405</td>
<td>Intro to Aging and Rehab</td>
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<td>Rehab Svc w/Spec. Pop.:Public Offender</td>
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<td>REHB 445H</td>
<td>Rehab Svc w/Spec. Pop.: Developmental Disabilities</td>
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<td>REHB 446</td>
<td>Psychosocial Aspects of Aging</td>
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<td>REHB 461</td>
<td>Intro Alchlsm and Drug Abuse</td>
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Attention: If you wish to take an elective that is not on this list, please see the Asst. to the Graduate Program Director, the Academic Advisor, or your faculty advisor BEFORE registering.

Before registering, please check the Graduate Catalog for prerequisites & the schedule of classes for availability of classes.
Certificate in Gerontology

The Graduate Certificate in Gerontology is open to post-bachelor level students who are interested in the area of gerontology. It is designed to provide knowledge, skills, and specialized training in programs and services for older persons. The certificate includes core courses on aging in the following areas: social work, rehabilitation, health, exercise and education. Courses within the certification program will include, but not be limited to: policy and program issues, psychosocial issues and health and fitness issues. The coursework also includes a practicum in an agency suitable to the individual’s interest OR research project. Students must complete 18 semester hours of study including a minimum of three hours of practicum/research, to earn the certificate.

For more information, contact:
Dr. Phil Anton Coordinator,  
Certificate in Gerontology  
College of Education and Human Services  
Southern Illinois University  
Mail Code 4310  
Carbondale, IL 62901  
Telephone: 618/453-3116  
Email: panton@siu.edu

Courses

Students desiring a Certificate in Gerontology are required to complete 12 credit hours of required core courses. Students need six credit hours of a supervised practicum/internship in an approved practice or research setting, e.g. (intergenerational policy or research setting). A student may choose a 3-hour supervised practicum/internship and a 3-hour elective if they have extensive practical experience in the area of gerontology.

- Students must maintain a SIU GPA of 3.0 or better in the certificate program.

- Completion of a portfolio/research project and presentation.

- Waiving Requirements: No more than three hours of coursework in approved core courses completed prior to admission to the program may be applied to the certificate requirements. If the course content has been previously taken in a previous program.
Core Requirements...........12 credit hours
- SOCW 575-3 hrs Policy and Program Issues of Aging
- PH 440-3 hrs Health Issues in Aging
- KIN 428-3 hrs Physical Activity and Exercise for Older Adults
- REHB 505-3 hrs Behavioral Gerontology OR
- REHB 446-3 hrs Psychological Aspects of Aging

Practicum/Internship – 3 credit hours (minimum)

Certificate in Substance Use Disorders and Behavioral Addictions
The Post-Baccalaureate Certificate in Substance Use Disorders and Behavioral Addictions, housed in the Rehabilitation Counseling and Administration Program in the Rehabilitation Institute, is open to graduate students interested in developing proficiency in specialized counseling skills for work in treatment and other settings as a substance use disorders and behavioral addictions counselor.

- Students must complete 15 credits of required coursework in addition to an academic discipline-based 500 hour internship (8 credits).
- Didactic courses include REHB 461, 471, 558, and 566, and one approved elective.

For more information contact:
Dr. Jane Nichols, PhD., NCC, LCPC, CRC
Rehabilitation Counseling and Administration Program
Southern Illinois University Carbondale
Rehn Hall-mail code 4609, 1025 Lincoln Dr.
Carbondale, IL 62901
Telephone 618-453-8291
Email: jlnichols@siu.edu
J.D./M.S.W. Concurrent Degree Program

The joint J.D./M.S.W. program will provide an excellent opportunity for you to supplement your traditional legal education with additional expertise in the field of social work.

The Concurrent J.D./M.S.W. Degree Program

The program is designed to educate practitioners in law and social work to effectively utilize the problem-solving strategies and techniques of both disciplines. Students prepared in this program will develop an understanding of the ethics, language, research, history, and processes of both professions. Individuals so trained will be uniquely prepared for careers which combine both legal and human service needs such as administration, supervision of the provision of services, public policy leadership roles, family practice and community planning and development. In addition, strengthening the academic training of lawyers and social workers will enhance the quality of research performed in both disciplines as well as enhance the quality of publications in both fields of study. Finally, students with this concurrent degree will be uniquely prepared to address the myriad of problems in our society which present complex legal and social issues. Students who complete this concurrent program will have enhanced educational and professional opportunities both inside and outside of academia.

The Course of Study

The School of Law academic program consists of three years of study with a 90 hour credit requirement for graduation. The School of Social Work offers two tracks for the M.S.W. degree. The first track is a two-year track requiring 60 hours of credit. This track is generally undertaken by those students whose undergraduate degree is in a field other than social work. The second track is an advanced program, consisting of 39 hour credit requirement. Students must meet the requirements for admission and be admitted separately to the School of Law and the School of Social Work. Information on admission to the School of Law is available through the Admissions Office (618/453-8767 or 800/739-9187) and for the School of Social Work contact the Assistant to the Graduate Program Director (618/453-2243).
FIELD INSTRUCTION

In each year of study, in addition to classroom work, students are required to complete a field practicum. Applied learning through field practice is an integral component of social work education. Field instruction provides the student with the opportunity to apply social work theory and conceptual learning to realistic and practical situations.

**Students may not substitute current or past, paid or volunteer, social work experience for field practicum requirements of the M.S.W. program.**

**Field instruction in the Professional Foundation - Year I**

A total of 360 hours in field education is required during year one. First-year students engage in concurrent placements: students are in the field approximately 12 hours each week during the fall and spring semesters.

- SOCW 541B Foundation Practicum I.................2 credit hours
- SOCW 542B Foundation Practicum II.................2 credit hours

**Field Instruction in the Advanced Program - Year II**

A total of 607 hours in field education is required during year two. Second-year students are placed in concurrent placements. Students are in the field approximately 20 hours each week during the fall and spring semesters.

- SOCW 543B Advanced Practicum I...............3 credit hours
- SOCW 544B Advanced Practicum II...........3 credit hours

**Field Instructor**

Field instructors have a graduate degree in social work (M.S.W.) from an accredited school of social work and have at least two years of post-master’s degree experience. They supervise students at the field agency and assist them with the development of learning goals.
Work-Study Placements

Students may be placed in an agency in which they are a salaried employee but only under the following conditions:

1. The agency must be an approved field learning center.
2. The placement must be a viable educational experience for the student.
3. The student must have an identifiable learning experience different from previous work experience.
4. The student must have a different supervisor than for her/his employment.
5. This must be a joint effort on the part of the field liaison, student advisor, Coordinator of Field Instruction, and the student.

Practice Liability

Students are responsible for liability/malpractice insurance coverage. Many agencies have "umbrella" coverage, which may include students. NASW has an inexpensive policy available to student members of the organization. Students are encouraged to take advantage of this policy even if they are insured by their agency.

Grades

Grades for field instruction will be on a satisfactory-unsatisfactory (S/U) basis. Grades will be evaluated by the field instructor in your agency, your field liaison at the school, and conferred by the coordinator of field instruction.
Field learning centers (partial listing)

Airmen & Family Readiness Program
Angel’s Cove
Belleville Public School Dist. #118
Brehm Preparatory School
Carbondale Elem. School Dist #95
Carbondale Police Department
Carbondale Public Library
Caring Counseling Ministries
Caritas Family Solutions-Carterville
Caritas Family Solutions-Mt. Vernon
Centerstone
Chester Mental Health
Children’s Home & Aid
Clyde Choate Mental Health Center
Community Resource Center
Department of Children & Family Services:
   Anna; Cairo; Carlyle; E. St. Louis;
   Harrisburg; Marion; Metropolis;
   Mt. Vernon; Murphysboro; Sparta
Dept of Veteran’s Admin. Hospital
Egyptian Mental Health
Family Counseling Center
Five Star Industries
Frankfort CUSD 168
Gateway Foundation
Giant City Stables-Spec Equine Svc
Good Samaritan House
Good Samaritan Hospital
Herrin Elementary School
Herrin North Side Primary School
Herrin High School
Hospice of Southern Illinois
Illinois Baptist Children’s Home & Fam Svc
Illinois youth Center
JAMP Education Services
Jefferson County Comprehensive Svcs
Kaskaskia Special Education
Lifeboat Alliance
Lutheran Child & Family-Mt. Vernon
Lutheran Child & Family-Sparta
Lutheran Social Svc of IL-Metropolis
Marion CUSC #2
Marion County Court Services
Massac County Housing Authority
Massac County Mental Health
Mulberry Center at Harrisburg
Perandoe Special Education Dist.
Perry County Counseling
River to River Big Muddy Asstd. Living
Sexual Assault Counseling & Info. Svc
Shawnee Health Center-Murphysboro
Shawnee Health Center-Carterville
Shawnee Health Center-Carbondale
SIUC Clinical Center
SIUC Family Practice
SIUC Head Start
SIUC Student Housing
Southern IL Center for Independent Living
S.T.A.R.T.
Supporting People in Need (SPIN)
T.A.S.C.
TIP Hospice
Union County Counseling Service
United Methodist Children’s Home
Wabash & Ohio Valley Special Ed District
Washington School
Williamston County Child Advocacy Center
Williamston County Education Services
Women’s Center, Carbondale

For a complete listing of agencies, see Mr. Paul Brinker, Graduate Field Practicum Coordinator.
The Financial Aid Office (FAO) at Southern Illinois University Carbondale (SIUC) assists students by awarding financial aid to help pay for their post-secondary education. Financial aid is awarded as grants, scholarships, loans and student employment from various federal, state, institutional and private sources. Financial aid is available to students with financial need and those without need. A Free Application for Federal Student Aid (FAFSA) should be submitted using our School Code of 001758 as soon after October 1 as possible, for the Financial Aid Office to determine eligibility for the various financial aid programs.

*NOTE:* International students should contact the financial aid office for additional financial aid information.

**Scholarships/Fellowships/Stipends:**

*Graduate Assistantships*

Graduate assistantships (GAs) are available in a variety of places across campus, from academic departments and research centers to administrative and service units. This type of graduate assistantship appointment comprises the largest number of awards offered by the University. Nondeclared students are not eligible for graduate assistantships unless granted an exception by the Graduate School. Graduate assistants are not allowed to hold a student worker position unless they have special approval through the Graduate School.

Information about the criteria used to select GAs and to assign graduate assistantship responsibilities may be obtained by contacting the chair of the department, the administrator of a research or service unit, or the Graduate School.

There are three types of graduate assistantships:

- Teaching Assistantships
- Research Assistantship
- Administrative Assistantships

These assistantships are offered as half-time (50%) or quarter-time (25%).

- Half-time (50%) assistantships require 20 hours of work per week.
- Quarter-time (25%) assistantships require 10 hours of work per week.
GUIDELINES

Fall and spring assistantship appointments receive a full tuition scholarship (waiver) if the appointment is for 75% of the semester (13 out of 17 weeks) and when the students are registered for a minimum of eight (8) graduate credit hours. All assistants receive a full tuition scholarship. Tuition scholarships pay tuition only; students are required to pay all their fees for the number of credit hours they are registered for in the fall and spring semesters.

Summer assistantships receive a tuition scholarship, up to nine (9) hours, if the appointment is for 50% of the entire summer semester (6 out of the 12 weeks) and when the students are registered for a minimum of three (3) graduate credit hours. Summer scholarships pay for all summer classes (i.e. intercession, 6-week, or 8-week courses).

Tuition scholarships pay tuition only; students are required to pay all their fees for the number of credit hours they are registered for in the summer semester. Graduate assistants that have held a consecutive fall and spring contract for 75% of the semester (13 out of 17 weeks), automatically will receive a nine (9) hour non-working tuition scholarship for the following summer. As this tuition scholarship is “non-working,” this scholarship does not include an appointment or stipend.

Two quarter-time assistantships may be held without special approval. Graduate assistants are not allowed to hold a student worker position unless they have special approval through the Graduate School.

Salary schedules for graduate assistantships vary from unit to unit. Generally doctoral students are paid higher rates than master's students. Information about the specific conditions of the appointment should be directed to the department or unit making the appointment.

- **Students holding an assistantship are required to register for eight (8) hours of graduate credit in the fall and spring semester and three (3) hours of graduate credit during the summer semesters.**

A student may receive no more than two calendar years of financial support (24 months) while at the master's level. A student may receive no more than four calendar years of financial support (48 months) at the doctoral level. These time limits apply to assistantships, fellowships, traineeships, internships, and other similar awards and appointments administered by the University, regardless of the source of funds. Time limits may vary.
**SIU Graduate School Tuition Scholarships Guidelines**

**Purpose:** The purpose of the SIU Graduate School Tuition Scholarship as designated by the Board of Trustees is to assist students who have attained high levels of academic achievement.

**Domestic Students**
A limited number of tuition scholarships are awarded each semester to graduate students. The award is for remission of tuition; fees must be paid. This scholarship is a scholastic award. The number of Tuition Waiver Scholarships allocated to each college at SIU will depend on the percentage of graduate school enrollment they contribute. After the number of scholarships per college is calculated, current GPA in program of study, if two semesters within the program have been completed, will be the determining factor for who receives the award. Otherwise, the decision will be based on GPA from most recent previous degree program. The award is for remission of tuition only; fees must be paid by the student. The award provides a full tuition scholarship and a tuition scholarship for up to nine (9) hours in the summer. This scholarship award will be posted to the student’s account.

To be eligible the student must be an active student, admitted to the Graduate School and be in good academic standing in a graduate program at SIUC, and the student may not hold another University appointment which provides a tuition waiver scholarship (i.e. graduate assistantship, fellowship). Eligible applicants must have a minimum GPA of 3.0. Applicants need at least two full semesters of grades on their official or unofficial current transcript or the GPA will be based on the previous completed degree. Tuition waiver scholarship recipients must enroll for a minimum of 9 graduate credit hours for fall or spring semesters (3 graduate credit hours in summer). Students may receive a tuition waiver scholarship for a maximum of three semesters during their enrollment in the University. Applicants must reapply each semester.

*Note: Some programs (such as PA, Law, any web based/online programs etc.) are not eligible. Please check with program for eligibility.*

Deadline dates are as follows:
- April 15 for summer session
- July 15 for fall semester
- November 15 for spring semester
International Students
As an international student, you will need to contact the Center for International Education about applying for this scholarship. A limited number of tuition scholarships are available to international students who have completed at least one full year at SIUC. These awards are granted on a competitive basis, and the limited number means that many qualified students are unable to secure them. Applications are generally available at the end of each spring semester at:

   Center for International Education
   425 Clocktower Drive
   Woody Hall.

Guidelines are provided with the applications.

Graduate Fellowships
Fellowships are awards granted to graduate students who meet certain criteria. Students cannot apply for a fellowship on their own as they must be nominated by their academic department. Interested students should contact their academic department for information on how to be nominated. Below are the fellowships available to graduate students.

Students interested in being considered for Master’s, Doctoral, or Morris Fellowships must have all application materials submitted to their department by January 3, unless the department deadline is earlier. Please do not submit materials directly to the Graduate School.

   Graduate Deans’ Fellowship
   Master’s Fellowship
   PROMPT Assistantship
2. Standards of Conduct

2.1. Offenses Related to Academic Misconduct

2.1.1. Plagiarism

2.1.1.1. Submitting the work of another person or entity as your own.

2.1.1.2. Failing to cite the work or data of another person or entity.

2.1.1.3. Improperly citing the work or data of another person or entity.

2.1.1.4. Submitting work which has been previously submitted for credit or evaluation without instructor approval.

2.1.2. Preparing work with the knowledge or intention that it may be represented as the work of another.

2.1.3. Sharing or disseminating tests, notes, slides, presentations, recordings or any other material which is the intellectual property of an instructor or of the university without prior approval. This does not prohibit a student from sharing his or her own papers, notes, or other written works in accordance with Article 2.1.2.

2.1.4. Knowingly falsifying scientific or educational data or representing falsified scientific or educational data as the result of scientific or scholarly experimentation or research.

2.1.5. Violating any restriction on collaboration which has been duly communicated by an instructor, via a syllabus, or otherwise in writing or orally in the course of instruction.

2.1.6. Attempting to obtain a grade or other academic credit through improper means, or otherwise subverting the educational process by any means whatsoever.

2.1.7. Soliciting, aiding, abetting, concealing, or attempting any act of academic misconduct.

A comprehensive policy statement regarding student conduct for SIUC is available at http://srr.siu.edu/student_conduct_code
ACADEMIC GRIEVANCE POLICY

Graduate students at SIU shall have the right to appeal for redress of grievance through established channels under the conditions stated below. Access to these channels is restricted to complaints by graduate students alleging that some member of the university community has caused the student to suffer some specific harm related to a matter within the authority of the dean of the Graduate School. Grievances which have been brought to a hearing under another campus grievance procedure shall not be brought to a hearing under this procedure.

With respect to students’ complaints alleging capricious grading, the following guidelines shall apply:

- Instructors are expected to evaluate student work according to sound academic standards.
- Equal demands should be required of all students in a class, and grades should be assigned without departing substantially from announced procedures.
- It is the instructor’s prerogative to assign grades in accordance with his/her academic/professional judgment, and the student assumes the burden of proof in the appeals process.

Grounds for appeals include:

1. The application of non-academic criteria in the grading process, as listed in the University’s non-discrimination and affirmative action statements: race, color, sex, national origin, religion, age, sexual orientation, marital status, or handicap;
2. The assignment of a course grade by criteria not directly reflective of performance relative to course requirements;
3. The assignment of a course grade by standards different from those which were applied by the instructor to other students in the course.

A comprehensive policy statement for SIUC is available at http://gradschool.siu.edu/_common/documents/catalog/catalog-17-18/academic-grievances.pdf.
The Writing Center
The Writing Center helps students at any stage of the writing process. Serviced are available in-person and online. The Center is located on the second floor of Morris Library, room 236. The phone number is 453-1231 and their web address is http://write.siu.edu/index.php.

Clinical Center
The Clinical Center at Southern Illinois University Carbondale has been part of the Southern Illinois Community since 1958. The Clinical Center serves as a training and research site for various campus departments that train professionals for work in psychological, educational and Speech & Language services. In that training and research capacity we provide a range of services designed to improve the lives of the individuals we serve. Our clients come from many works of life. Some are associated with SIUC; many are not.

Assessments
- Psychological assessments including learning disability and attention deficit disorder
- Speech and language assessments (e.g., articulation, phonological development, voice, stuttering, receptive and expressive language, auditory processing, aphasia, cognitive-linguistic, oral-motor, swallowing)
- Intakes are conducted for all new clients seeking psychological services
Of note, the Clinical Center does NOT provide disability, custody or court assessments.

Counseling/Treatment Interventions
- Speech & Language treatment (e.g., language, speech, sound production, stuttering, speech reading, aphasia rehabilitation, voice and aural rehabilitation)
- Individual and group counseling (including child, adolescent and adult)
- Family and couples counseling
- Parent training

The Clinical Center is located in the Wham Education Building, Room 141. The phone number is 453-2361 and their web address is http://clinicalcenter.siu.edu.

Counseling and Psychological Services
Our mission is to provide mental health-related services to facilitate students’ adjustment to college and their personal and psychological growth in becoming high functioning and socially responsible adults. Our staff works to help students resolve problems that interfere with personal, social, and academic functioning while also emphasizing prevention, development, adjustment, and wellness. Services are confidential. Located in Student Health Center room 253. The phone number is 453-5371 and their web address is http://shc.siu.edu/counseling_center/.
Graduate and Professional Student Council
The Graduate and Professional Student Council solicits opinions from its constituency, discusses, and takes positions on such issues as graduate assistantships, fee increases, grievance procedures, campus safety and other matters of relevance to graduate students. The GPSC President and Executive Board communicate constituency concerns to the campus administration and the Board of Trustees. The Council also serves as a resource for graduate and professional students regarding various university services.

- What does GPSC do for you?
- Acts as an advocate for its constituents.
- Allows the opportunity to engage in shared governance and decision-making.
- Administers the portion of the Student Activity Fee paid by all graduate and professional students.
- Reimbursement of certain professional development expenses.
- Payment of specific event expenses.

GPSC is located in the Student Center, 2nd Floor. The phone number is 536-7721, email: gpsc@siu.edu, and their web address is http://gpsc.rso.siu.edu/.

Non-Traditional Student Services
Non-Traditional Student Services (NTSS), a unit of the Dean of Students, serves SIU Carbondale’s adult student population through guidance, support, and resource referral to enhance educational experiences from the point of entry to degree completion. NTSS also seeks to foster a sense of belonging among adult students by building community through scholarship, service, and support.

At Non-Traditional Student Services, OUR GOAL IS ENSURING YOU REACH YOURS!

For more information, contact Non-Traditional Student Services located at 1263 Lincoln Drive, Student Services Building, room 484. The phone number is 453-7521.

Career Services
The University Career Services Center strives to educate and empower all students and recent alumni with the knowledge to successfully discover and achieve their career goals. This is accomplished through career interest and personality assessments and counseling, comprehensive job search preparedness programs, and creating connections with employers. The center also offers assistance and advice regarding the graduate/professional school application process. By providing comprehensive career development guidance, resources, and events, Career Services strives to assist all students and alumni with achieving optimal career success.
For more information, contact Career Services located at 1263 Lincoln Drive, suite 0179. The phone number is 453-2391 and their web address is http://careerservices.siu.edu/.

**Saluki Cares**
Saluki Cares facilitates and coordinates a University-wide program of care and support for students in distress. By working closely with faculty, staff, students and their families, SIU Carbondale displays a culture of caring by demonstrating to our students and 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 work with students on a regular basis: Academic units, Dean of Students, New Student Programs, Center for International Education, University Housing, University College, Wellness Center, and others. Referrals are made from faculty, staff, family members, peers, or by the student him/herself.

For more information, contact Saluki Cares at 453-1492 or for emergencies please call 911 and/or contact the SIU Carbondale Police Department at 618-453-3771.
**Graduation Applications**

You can apply online within **SalukiNet**:

- After logging in, under the **My Records** tab, in the **SIU Personal Records** channel, click on the **View My SIU Student Records** link to launch SalukiNet "Self Service".

- Choose the **Student** menu and click on **Apply for Graduation** to get started.

- Once you complete and submit this online application, you should get an e-mail confirmation sent to your SIUC e-mail account within 24 hours or so.

- The graduation application fee will be payable online with a credit card at the time of application.

- More information about graduation and the Commencement ceremonies is available at: [commencement.siu.edu](http://commencement.siu.edu).


**Deadline**: Fourth Friday of the fall and spring Semesters and the second Friday of the Summer Semester.

The Graduate School is located at:

1263 Lincoln Dr.
Student Services Building-Third Floor
Mail Code 4716
Phone 618-536-7791
Fax: 618-453-4562
Email: gradschl@siu.edu
GRADUATION APPLICATION INSTRUCTIONS – GRADUATE STUDENTS

PLEASE READ THIS ENTIRE SHEET AND KEEP FOR YOUR RECORDS

1. If you are currently enrolled, you should apply on SalukiNet. If not, graduate students should complete this graduation application and mail or deliver it to the address at the top of the form. A check or money order (payable to SIUC) must be included to cover the cost of the **$50, non-refundable**, graduation application fee. A late application may be accepted and, if it is, will be assessed a late application fee. If you are receiving **two** degrees, please complete two separate applications.


3. The graduation application deadline is the 4th Friday of the term for a Fall or Spring graduation and the 2nd Friday of the term for a Summer graduation.

4. There is **no** August commencement ceremony, but your degree can be conferred for the Summer Semester. August candidates should indicate which ceremony they wish to attend (if any) on the application form.

5. **Master Degree Candidates**: Completing their Master’s degree requirements in August who are within **six hours** of meeting all academic requirements may petition to participate in the May graduation ceremony. Students should contact their department for approval. Degree candidates who complete their requirements in the summer may participate in the May (with approval) or December commencement ceremony. **Doctoral Degree Candidates**: Graduating in August cannot attend the May ceremony. August PhD candidates can participate in the December commencement ceremony only.

6. Candidates who do not meet graduation requirements will automatically be rolled to the next graduation term (may-to-August, August-to–December, December-to-May) with no additional fee, not to exceed **ONE TERM**. Candidates who fail to meet the degree requirement by the deadline for that graduation term will be removed from the pending graduation list. It will then be the student’s responsibility to submit a new Graduation Application by the deadline for the term in which they plan to graduate. The new application will result in the assessment of another application fee.

7. The diploma will be mailed to the address on your graduation application. In order to change your address you must contact the Graduate School at 618-453-4523 or e-mail grad.graduation@siu.edu.

8. Detailed information about commencement ceremonies is available online at [http://commencement.siu.edu/](http://commencement.siu.edu/).

Graduate School
Student Services Building, Room 329
Mail Code 4716
Carbondale, IL 62901
Tel.: 618-453-4523
Fax: 618-453-4562
Email: gradschl@siu.edu
Complete application must include a physical signature and the $50 check or money order (payable to SIUC) to cover the graduation application fee. Applications cannot be processed without this nonrefundable fee.

The application deadline is the 4th Friday of the term for a Fall or Spring graduation and the 2nd Friday of the term for a Summer graduation. A late application may be accepted and, if it is, will be assessed a late application fee. Applications that are too late will not be accepted. (Please see [http://registrar.siu.edu/calendars/graduation.html](http://registrar.siu.edu/calendars/graduation.html) for specific application deadline dates.)

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<td>Pronunciation/Phonetic Spelling (if needed)</td>
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<td>College your program is in:</td>
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<td>Agricultural Sciences</td>
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<td>Master of Social Work</td>
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Major 1: ____________________________ Major 2: ____________________________

Month/Year you are applying to complete the degree requirements:

- May
- August
- December
- Year _____________

Do you plan to attend the commencement ceremony on the Carbondale Campus: _____ YES _____ NO

If yes, which ceremony do you plan to attend: _____ May _____ December Year _____________

Address to use for the mailing of your diploma:

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<th>Street</th>
<th>City</th>
<th>State</th>
<th>Zip</th>
<th>Country</th>
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Signature: ____________________________ Date: ____________________________
The National Association of Social Workers (NASW), founded October 1, 1955, is the largest membership organization of professional social workers in the world, with 132,000 members from 55 chapters in the United States and abroad. NASW works to enhance the professional growth and development of its members, to create and maintain professional standards, and to advance sound social policies. (http://www.socialworkers.org)

Membership Benefits

Where do you turn for answers-to advance your career, to protect yourself, to support your profession, and connect with your community? Your professional organization, NASW.

From the Code of Ethics to guide your everyday professional conduct and Specialty Practice Sections that offer customized professional development, to credentials and professional liability insurance, NASW protects you while you work to improve the well-being of our nation's most vulnerable citizens.

And your NASW membership is two-for-one-it includes membership in your state NASW Chapter as well, at no additional cost. Access continuing education events in your state, news and updates from your chapter newsletter, and a network of colleagues near where you live and work through your chapter.

For more information, call or write:

National Association of Social Workers, Inc.  
750 First Street, NE Suite 800  
Washington, DC 20002  
1-800-742-4089  
www.socialworkers.org
NASW CODE OF ETHICS

Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly

Preamble
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 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.

Purpose of the NASW Code of Ethics
Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The NASW Code of Ethics sets forth these values, principles, and standards to guide social workers' conduct. The Code is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.
The NASW Code of Ethics serves six purposes:

1. The Code identifies core values on which social work's mission is based.
2. The Code summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The Code is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The Code provides ethical standards to which the general public can hold the social work profession accountable.
5. The Code socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.
6. The Code articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.* In subscribing to this Code, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

The Code offers a set of values, principles, and standards to guide decision making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how social workers should act in all situations. Specific applications of the Code must take into account the context in which it is being considered and the possibility of conflicts among the Code's values, principles, and standards. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional.

Further, the NASW Code of Ethics does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict. Reasonable differences of opinion can and do exist among social workers with respect to the ways in which values, ethical principles, and ethical standards should be rank ordered when they conflict. Ethical decision making in a given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied.

Ethical decision making is a process. There are many instances in social work where simple answers are not available to resolve complex ethical issues. Social workers should take into consideration all the values, principles, and standards in this Code that are relevant to any situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this Code.

In addition to this Code, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the NASW Code of Ethics as their primary source. Social workers also should be aware of the impact on ethical
decision making of their clients' and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

Instances may arise when social workers' ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in this Code. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision. The NASW Code of Ethics is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this Code does not automatically imply legal liability or violation of the law. Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the Code would be subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.

A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within a moral community. Rather, a code of ethics sets forth values, ethical principles, and ethical standards to which professionals aspire and by which their actions can be judged. Social workers' ethical behavior should result from their personal commitment to engage in ethical practice. The NASW Code of Ethics reflects the commitment of all social workers to uphold the profession's values and to act ethically. Principles and standards must be applied by individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments.

You can access the full text version of the NASW Code of Ethics at: www.socialworkers.org/pubs/code/code.asp.

**WHAT SOCIAL WORKERS DO**

Social workers help people solve and cope with problems in their everyday lives. One group of social workers, clinical social workers, also diagnose and treat mental, behavioral, and emotional issues.

Social workers typically do the following:

- Identify people and communities in need of help
- Assess clients’ needs, situations, strengths, and support networks to determine their goals
- Help clients adjust to changes and challenges in their lives, such as illness, divorce, or unemployment
- Research, refer, and advocate for community resources, such as food stamps, childcare, and healthcare to assist and improve a client’s well-being
- Help clients work with government agencies to apply for and receive benefits such as Medicare
- Respond to crisis situations, such as child abuse and mental health emergencies
- Follow up with clients to ensure that their situations have improved
- Evaluate services provided to ensure that they are effective
- Develop and evaluate programs and services to ensure that basic client needs are met
- Provide psychotherapy services

Social workers help people cope with challenges in their lives. They help with a wide range of situations, such as adopting a child or being diagnosed with a terminal illness. Social workers may work with children, people with disabilities, and people with serious illnesses and addictions. Their work varies based on the type of client they are working with. Some social workers work with groups, community organizations, and policymakers to develop or improve programs, services, policies, and social conditions. This focus of work is referred to as macro social work.

Advocacy is an important aspect of social work. Social workers advocate or raise awareness with and on behalf of their clients and the social work profession on local, state, and national levels.

The following are examples of types of social workers:
Clinical social workers, also called licensed clinical social workers, diagnose and treat mental, behavioral, and emotional disorders, including anxiety and depression. They provide individual, group, family, and couples therapy; they work with clients to develop strategies to change behavior or cope with difficult situations; and they refer clients to other resources or services, such as support groups or other mental health professionals. Clinical social workers can develop treatment plans with the client, doctors, and other healthcare professionals and may adjust the treatment plan if necessary based on their client’s progress. They may also provide mental healthcare to help children and families cope with changes in their lives, such as divorce or other family problems.

Many clinical social workers work in private practice. In these settings, clinical social workers also perform administrative and recordkeeping tasks, such as working with insurance companies in order to receive payment for their services. Some work in a group practice with other social workers or mental health professionals.

Child and family social workers protect vulnerable children and help families in need of assistance. They help families find housing or services, such as child care, or apply for benefits, such as food stamps. They intervene when children are in danger of neglect or abuse. Some help arrange adoptions, locate foster families, or work to reunite families.

School social workers work with teachers, parents, and school administrators to develop plans and strategies to improve students’ academic performance and social development. Students and their families are often referred to social workers to deal with problems such as aggressive behavior, bullying, or frequent absences from school.

Healthcare social workers help patients understand their diagnosis and make the necessary adjustments to their lifestyle, housing, or healthcare. For example, they may help people make the transition from the hospital back to their homes and communities. In addition, they may provide information on services, such as home healthcare or support groups, to help patients manage their illness or disease. Social workers help doctors and other healthcare professionals understand the effects that diseases and illnesses have on patients’ mental and emotional health.

Some healthcare social workers specialize in geriatric social work, hospice and palliative care, or medical social work:

- Geriatric social workers help senior citizens and their families. They help clients find services, such as programs that provide older adults with meals or with home health care. They may provide information about assisted living facilities or nursing homes or work with older adults in those settings. They help clients and their families make plans for possible health complications or for where clients will live if they can no longer care for themselves.
- **Hospice and palliative care social workers** help patients adjust to serious, chronic, or terminal illnesses. Palliative care focuses on relieving or preventing pain and other symptoms associated with serious illness. Hospice is a type of palliative care for people who are dying. Social workers in this setting provide and find services, such as support groups or grief counselors, to help patients and their families cope with the illness or disease.

- **Medical social workers** in hospitals help patients and their families by linking patients with resources in the hospital and in their own community. They may work with medical staff to create discharge plans, make referrals to community agencies, facilitate support groups, or conduct follow-up visits with patients once they have been discharged.

**Mental health and substance abuse social workers** help clients with mental illnesses or addictions. They provide information on services, such as support groups and 12-step programs, to help clients cope with their illness. Many clinical social workers function in these roles as well.

### IMPORTANT QUALITIES

**Communication skills.** Clients talk to social workers about challenges in their lives. To effectively help, social workers must be able to listen to and understand their client’s needs.

**Empathy.** Social workers often work with people who are in stressful and difficult situations. To develop strong relationships, they must have compassion and empathy for their clients.

**Interpersonal skills.** Being able to work with different groups of people is essential for social workers. They need strong people skills to foster healthy & productive relationships with their clients and colleagues.

**Organizational skills.** Social workers must help and manage multiple clients, often assisting with their paperwork or documenting their treatment.

**Problem-solving skills.** Social workers need to develop practical and innovative solutions to their client’s problems.

**Time-management skills.** Social workers often have many clients and administrative responsibilities. They must effectively manage their time to provide adequate service to all of their clients.
JOB OUTLOOK

Social workers held about 649,300 jobs in 2014. The industries that employed the most social workers were as follows:

**Occupational Title**

<table>
<thead>
<tr>
<th>Occupational Title</th>
<th>Employment</th>
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<tbody>
<tr>
<td>State and local government (excluding education and hospitals)</td>
<td>29%</td>
</tr>
<tr>
<td>Individual and family services</td>
<td>18%</td>
</tr>
<tr>
<td>Ambulatory healthcare services</td>
<td>13%</td>
</tr>
<tr>
<td>Hospitals – state, local, and private</td>
<td>11%</td>
</tr>
<tr>
<td>Nursing and residential care facilities</td>
<td>9%</td>
</tr>
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</table>

EARNINGS

The median annual wage of social workers was $45,900 in May 2015. The median wage is the wage at which half the workers in the occupation earned more than that amount and half earned less. The lowest 10% earned less than $28,530 and the highest 10% earned more than $76,820.

The median annual wages of social workers in May 2015 were as follows:

- All Other Social Workers: $58,560
- Health Care Social Workers: $52,380
- Child, Family, & School Social Workers: $42,350
- Mental Health & substance Abuse Social Workers: $42,170

In May 2015, the median annual wages for social workers in the top industries in which they worked were as follows:

- Hospitals; state, local, and private: $56,650
- State & Local government, excluding education and hospitals: $46,940
- Ambulatory healthcare services: $46,050
- Nursing and residential care facilities: $40,440
- Individual and family services: $38,760

JOB OUTLOOK

Overall employment of social workers is projected to grow 12% from 2014 to 2024, faster than the average for all occupations. Employment growth will be driven by increased demand for healthcare and social services, but will vary by social worker specialty.
LICENSING AND CLASSIFICATION INFORMATION

The following description is based on requirements in Illinois for professional practice:

1. **Licensed Social Worker (LSW):** A person who holds a license authorizing the practice of 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, community organization for social welfare, social work research, social welfare administration or social work education. Social case work and social group work may also include clinical social work, as long as it is not conducted in an independent practice, as defined in this section.

   Applications to obtain a license as an LSW must include:
   - Certification of graduation from a master’s degree program of social work approved by the Division in accordance with section 1470.30 of this part **OR**
   - Certification of graduation from a baccalaureate degree program of social work approved by the Division and verification of completion of 3 years of supervised professional experience in accordance with section 1470.20 of this part
   - Proof of successful completion of the examination in section 1470.70 (the examination scores shall be submitted to the Division directly from the reporting entity).
   - The required fee set forth in Section 1470.55 of this part.

2. **Licensed Clinical Social Worker (LCSW):** A person who holds a license authorizing the independent practice of clinical social work in Illinois under the auspices of an employer or in private practice, or under the auspices of public human service agencies or private, non-profit agencies providing publicly sponsored human services.

   According to the State of Illinois Department of Professional Regulation, “Clinical social work practice” means the providing of mental health services for the evaluation, treatment, and prevention of mental and emotional disorders in individuals, families and groups based on knowledge and theory of professionally accepted theoretical structures, including, but not limited to, psychosocial development, behavior, psychopathology, unconscious motivation, interpersonal relationships, and environmental stress.

   Applications to obtain a license as an LCSW must include:
   - Certification of graduation from a master’s degree program in social work approved by the Division in accordance with section 1470.30 and verification of completion of 3,000 hours of satisfactory, supervised clinical professional experience as set forth in Section 1470.20 of this part **OR**
♦ Certification of graduation from a doctorate degree program in social work approved by the Division in accordance with Section 1470.30 and verification of completion of 2,000 hours of satisfactory, supervised clinical professional experience as set forth in Section 1470.20;

♦ proof of successful completion of the examination set forth in Section 1470.70 (The examination scores shall be submitted to the Division directly from the reporting entity);

♦ the required fee set forth in section 1470.55 of this part

For more information: Illinois Department of Professional Regulation www.idfpr.com

3. **Academy of Certified Social Workers (ACSW):** The Academy of Certified Social Workers was established in 1960 and remains the most widely recognized and respected social work credential. Social workers who hold the ACSW are qualified providers of social services. Social workers who hold the ACSW have:

- A current NASW membership;
- A master’s degree in social work from a school accredited by the Council on Social Work Education (CSWE);
- Documented two years of postgraduate social work employment and professional supervision by an MSW credentialed supervisor;
- Provided professional evaluations that validate their knowledge, understanding, and application of social work principles and values from an MSW supervisor and two social work colleagues;
- Verified 20 hours of relevant continuing education; and
- Agreed to adhere to the NASW Code of Ethics and NASW Standards for Continuing Professional Education, and are subject to the NASW adjudication process.

NASW professional credentials and specialty certifications provide recognition to those who have met national standards for higher levels of experience and knowledge, and are not a substitute for required state licenses or certifications.

For more information, contact [credentialing @naswdc.org](mailto:credentialing@naswdc.org).

4. **Diplomate in Clinical Social Work:** For 25 years, the Diplomate in Clinical Social Work (DCSW) has represented the highest level of expertise and excellence for clinical social workers. DCSW credentialed social workers are leaders in the area of clinical social work and hold employment positions in a range of practice settings. Globally recognized and demanded, the DCSW demonstrates that you have exceptional experience, education, competency and dedication to the social work profession.
Who Seeks the DCSW?
Clinical social workers who focus primarily on the mental, emotional, and behavioral well-being of individuals, couples, families and groups. They apply social work theory and methods so the diagnosis, treatment and prevention of psychosocial dysfunction, disability, or impairment, including emotional and mental disorders. Clinical social work services consist of assessment; diagnosis; treatment, including psychotherapy and counseling; client-centered advocacy; consultation; and evaluation.

Why Apply for the DCSW?
If you’re a highly experienced clinical social worker looking to highlight your professional accomplishments, stand out to employers and maximize your earning potential, the DCSW is appropriate for you. The DCSW is the most important industry-recognized certification that highlights professional commitment and expertise in the application of clinical social work practices and continued professional development for clinical social workers.

Established in 1986 by the NASW Board of Directors, the DCSW credential recognizes clinical social workers who have: met national standards of knowledge, skill and experience in the field of clinical social work, who have obtained an additional three years of post-master’s clinical social work experience, and have agreed to abide by the NASW Code of Ethics, the NASW Standards for the Practice of Clinical Social Work, and the NASW Standards for Continuing Professional Education.

Basic Eligibility Requirements:
- A current NASW membership in good standing
- A master’s degree in social work from a graduate program accredited by the Council on Social Work Education showing 20 hours of clinical coursework
  - Documentation of 4,500 hours and three years of additional clinical social work experience that has occurred within the past 10 years
  - Thirty (30) contact hours of post-degree continuing professional education or professional development activity specific to clinical social work, obtained within the past two years
  - Have two satisfactory colleague references; completed by an MSW or PhD level clinical social worker
  - Current state clinical social work license
  - Adherence to the NASW Code of Ethics, NASW Standards for Continuing Professional Education, and NASW Standards for the Practice of Clinical Social Work

For more information, contact credentialing@naswdc.org
About CSWE

The Council on Social Work Education (CSWE) is a nonprofit national association representing more than 2,500 individual members, as well as graduate and undergraduate programs of professional social work education. Founded in 1952, this partnership of educational and professional institutions, social welfare agencies, and private citizens is recognized by the Council for Higher Education Accreditation as the sole accrediting agency for social work education in this country.

Mission

CSWE is a national association of social work education program and individuals that ensures and enhances the quality of social work education for a professional practice that promotes individual, family, and community well-being, and social and economic justice in higher education by setting and maintaining national accreditation standards for baccalaureate and master’s degree programs in social work, by promoting faculty development, by engaging in international collaboration, and by advocating for social work education and research.

About the CSWE Accreditation

CSWE's Commission on Accreditation (COA) is responsible for developing accreditation standards that define competent preparation and ensuring that social work programs meet them. In accordance with the requirements of CSWE's recognition body, the Council for Higher Education Accreditation, the CSWE Office of Social Work Accreditation (OSWA) administers a multi-step accreditation process that involves program self-studies, site visits, and COA reviews.

Current Number of Social Work Programs

As of the February 2016 Commission on Accreditation (COA) meeting, there are:

- 511 accredited baccalaureate social work programs
- 245 accredited master’s social work programs
- 15 baccalaureate social work programs in candidacy
- 16 master's social work programs in candidacy
ON CAMPUS PARKING

Parking stickers are valid through September 30 of the next year. Commuters to campus will require a red parking sticker. This sticker costs $135.00 when purchased in August-October, and the price is reduced as the school year progresses.

Students residing on campus will require a green overnight sticker. The price of these is $135.00 ($365.00 for reserved parking at Wall & Grand Lot 113) and is reduced as the school year progresses.

To avoid being ticketed or towed, do not park in handicapped spaces (unless you have an applicable handicapped permit or handicapped license plates) or in spaces marked “Service Vehicles Only,” also, watch for signs marking parking lots for parking with your appropriate sticker.

The Parking Division is located at 1175 S. Washington Street, Trueblood Hall.