

UNDERGRADUATE STUDENT HANDBOOK

Social Work

School of Human Sciences
College of Health and Human Sciences

SOUTHERN ILLINOIS UNIVERSITY



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MISSION OF THE SOCIAL WORK PROGRAM

The central mission 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, nation, international, and global contexts, with a special focus on rural areas. The organizing principle of Social Work is the enhancement of the quality of life for individuals, families, groups, 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 strength-based practice, especially as it relates to issues of culture and diversity.

MISSION OF THE BACCALAUREATE PROGRAM

The Mission of the Baccalaureate Program is the preparation of professionals with generalist practice skills and knowledge that enable them to engage in ethical, responsible, and self-critical social work practice in public and private social service systems.

ACCREDITATION

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

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

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

We are pleased that you are interested in pursuing a career in social work at Southern Illinois University at 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 baccalaureate level program are prepared for generalist practice with skills and knowledge founded on family and community-based practice models derived from social systems theory. While our graduates are the primary staffing resource in social services in the region, they also provide services in the state, nation, and in other countries.

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 Social Work Program has a particular interest in enhancing services for children and families throughout the region. The BSW and MSW Social Work degree programs are currently conditionally accredited by the Council on Social Work Education.

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.

NASW - CODE OF ETHICS 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.

National Association of Social Workers (2017). NASW Code of Ethics. Washington, DC: NASW
<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

NASW – ETHICAL PRINCIPLES

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

Value: *Service*

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

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

Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

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

Value: *Dignity and Worth of the Person*

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

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

Value: *Importance of Human Relationships*

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

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

Value: *Integrity*

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

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

Value: *Competence*

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

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

The NASW Code of Ethics is available online at:
<https://www.socialworkers.org/about/ethics/code-of-ethics>

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

NASW – Illinois Chapter
404 S. Wells Street
4th Floor
Chicago, IL 60607
Phone: 312-435-2100 (toll free in Illinois only – 877-9NASWIL)
Fax: 312-489-2367
Website: <http://www.naswil.org/>
Email: office@naswil.org

ADVISEMENT

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

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

The **academic advisor** is a trained advisor who will guide you toward completion of the BSSW requirements. Your advisor will help you monitor your progress toward the fulfillment of the University and Social Work graduation requirements. New freshmen and transfer students, in particular, are strongly encouraged to see their advisor for assistance in adjusting to the University system and/or when they are confused about University rules and procedures. The academic advisor for Social Work is located in Wham 122 and can be reached at 618-453-6340 (appointments are required).

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

IMPORTANT NOTE:

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

ADMISSION AND RETENTION

ADMISSION

Students who are currently enrolled at SIUC or former SIUC students in majors other than social work may request admission to Social Work, provided they have an overall grade point average (G.P.A.) of 2.25 or higher.

Transfer students who have completed fewer than 26 credit hours must meet the admissions requirements of beginning freshmen as well as have an overall G.P.A. of 2.25 (4.0 = A), calculated according to SIUC's grading policies and procedures, from all post-secondary institutions attended.

Transfer students who have completed more than 26 credit hours must have an overall transfer G.P.A. of 2.25 (on a 4.0 scale) to be admitted. Students may transfer at any time, but there are advantages in having completed a baccalaureate oriented associate degree program (AA or AS).

RETENTION

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

**SOCIAL WORK
SCHOOL OF HUMAN SCIENCES**

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:
 - a. 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.
 - b. 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.
 - c. 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 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 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.

GATEKEEPING FORM

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

Cooperative Learning

Verbal Skills

Writing Skills

Rapport with Others

Adaptability/Flexibility

Attendance/Punctuality

Attitude towards Instructor

Attitude towards Others (respect)

Acceptance of Constructive Comments

Integrity/Trustworthiness

Acceptance of Cultural Diversity

Commitment to Clients

Respect for Privacy/Confidentiality

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

DATE

SOCIAL WORK

BSW UNDERGRADUATE PROGRAM

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

- University Core Curriculum Requirements.....39 hrs.
- Electives.....21 hrs.
- Requirements for a Major in Social Work.....60 hrs.
 - Sociology 108, Psychology 102, Economics 113, Political Science 114, and either Plant Biology 115 or Zoology 115
 - Two Liberal Arts Electives – 300/400 level courses in either Anthropology, Philosophy, History, Political Science, Psychology, or Sociology
 - Introductory Statistics course (SOCW 397, PSYC 211, SOC 308, HCM 365, MATH 282, or QUAN 402)
 - Foundations of Social Work – SOCW 275, 291, 400a, 400b, 411, & 421
 - Social Work Practice – SOCW 383, 401, 402, 441, & 442
 - Two Electives in Social Work Policy, Practice, & Issues – SOCW 350abc, 361, 396, 446, 478, 496 (SPED 420 which is required for School Social Work Endorsement), or other pre-approved 300/400 level electives.

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

Email us at: SocialWorkFrontDesk@siu.edu

SOCIAL WORK Curriculum Guide (2019-2020)

| NAME: | DAWG TAG: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p align="center"><u>University Core Curriculum (39)</u></p> <table border="0" style="width: 100%;"> <tr> <th style="text-align: left; width: 35%;"><u>COURSE</u></th> <th style="text-align: center; width: 15%;"><u>SEM</u></th> <th style="text-align: center; width: 15%;"><u>GRADE</u></th> </tr> <tr> <td colspan="3">Foundation Skills (15)</td> </tr> <tr> <td>ENGL 101 (3) (C min)</td> <td style="border-bottom: 1px solid black;"></td> <td style="border-bottom: 1px solid black;"></td> </tr> <tr> <td>ENGL 102 (3) (C min)</td> <td style="border-bottom: 1px solid black;"></td> <td style="border-bottom: 1px solid black;"></td> </tr> <tr> <td>MATH 101 (3) or higher</td> <td style="border-bottom: 1px solid black;"></td> <td style="border-bottom: 1px solid black;"></td> </tr> <tr> <td>CMST 101 (3)</td> <td style="border-bottom: 1px solid black;"></td> <td style="border-bottom: 1px solid black;"></td> </tr> <tr> <td>UCOL 101 (1)</td> <td style="border-bottom: 1px solid black;"></td> <td style="border-bottom: 1px solid black;"></td> </tr> <tr> <td colspan="3"> <u>Disciplinary Studies (23)</u></td> </tr> <tr> <td colspan="3"><i>Fine Arts (3): Choose 1</i></td> </tr> <tr> <td colspan="3" style="border-bottom: 1px solid black; 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height: 20px;"></td> </tr> <tr> <td colspan="3"><i>Science (6): Choose 1 from each group</i></td> </tr> <tr> <td colspan="3">Group 1</td> </tr> <tr> <td colspan="3" style="border-bottom: 1px solid black; height: 20px;"></td> </tr> <tr> <td colspan="3">CHEM 106; GEOG 104; 303I, 310I; GEOL 111/112, 121/124, 122/123, 128/129; PHYS 101, 103</td> </tr> <tr> <td colspan="3" style="border-bottom: 1px solid black; height: 20px;"></td> </tr> <tr> <td colspan="3">Group 2</td> </tr> <tr> <td colspan="3" style="border-bottom: 1px solid black; height: 20px;"></td> </tr> <tr> <td colspan="3">ANTH 240A; PLB or ZOOL 115</td> </tr> <tr> <td colspan="3" style="border-bottom: 1px solid black; height: 20px;"></td> </tr> <tr> <td colspan="3"><i>Social Science (6): Choose 2</i></td> </tr> <tr> <td colspan="3" style="border-bottom: 1px solid black; height: 20px;"></td> </tr> <tr> <td colspan="3">ECON 113, 114; POLS 114; SOC 108; PSYC 102</td> </tr> <tr> <td colspan="3" style="border-bottom: 1px solid black; height: 20px;"></td> </tr> <tr> <td colspan="3"><u>Integrative Studies (3)</u></td> </tr> <tr> <td colspan="3"><i>Multicultural (3): Choose 1</i></td> </tr> <tr> <td colspan="3" style="border-bottom: 1px solid black; height: 20px;"></td> </tr> <tr> <td colspan="3">AD 227, 267, 307I, 317I; AFR 215, 227, 303I; ANTH 202, 204; CCJ 203; ENGL 205, 212; ENGR 304I; FL 301I; FR 200; HIST 202, 212; KIN 210; LING 201, 320I; MCMA 204; MUS 203, 303I; PHIL 210, 211, 308I; POLS 215, 352I; PSYC 223, 233; SOC 215, 223, 304I; CMST 201, 301I; WGSS 200, 201, 223, 301I, 307I, 320I</td> </tr> <tr> <td colspan="3" style="border-bottom: 1px solid black; height: 20px;"></td> </tr> </table> | <u>COURSE</u> | <u>SEM</u> | <u>GRADE</u> | Foundation Skills (15) | | | ENGL 101 (3) (C min) | | | ENGL 102 (3) (C min) | | | MATH 101 (3) or higher | | | CMST 101 (3) | | | UCOL 101 (1) | | | <u>Disciplinary Studies (23)</u> | | | <i>Fine Arts (3): Choose 1</i> | | | | | | AD 100A, 100B; 101; ARC 314I; CP 101; 354I; ENGL 119; 206A; 307I; FL 200A, 200B, 200C; HIST 201; MUS 103; RT 362I; THEA 101 | | | | | | <i>Human Health (2): Choose 1</i> | | | | | | BIOL 202; HED 101; HND 101; KIN 101; PHSL 201; REHB 205 | | | | | | <i>Humanities (6): Choose 2 (PHIL 104 or 105 rec.)</i> | | | | | | AD 207A, 207B, 207C; CLAS 230, 270, 271, 315I; CP 358I; EA 102; ENGL 121, 204; FR 101A, 101B; GEOL 329I; GER 101A, 101B; HIST 101A, 101B, 358I; LING 200; MATH 300I; PHIL 102, 103A, 103B, 104, 105, 303I, 307I, 309I | | | | | | <i>Science (6): Choose 1 from each group</i> | | | Group 1 | | | | | | CHEM 106; GEOG 104; 303I, 310I; GEOL 111/112, 121/124, 122/123, 128/129; PHYS 101, 103 | | | | | | Group 2 | | | | | | ANTH 240A; PLB or ZOOL 115 | | | | | | <i>Social Science (6): Choose 2</i> | | | | | | ECON 113, 114; POLS 114; SOC 108; PSYC 102 | | | | | | <u>Integrative Studies (3)</u> | | | <i>Multicultural (3): Choose 1</i> | | | | | | AD 227, 267, 307I, 317I; AFR 215, 227, 303I; ANTH 202, 204; CCJ 203; ENGL 205, 212; ENGR 304I; FL 301I; FR 200; HIST 202, 212; KIN 210; LING 201, 320I; MCMA 204; MUS 203, 303I; PHIL 210, 211, 308I; POLS 215, 352I; PSYC 223, 233; SOC 215, 223, 304I; CMST 201, 301I; WGSS 200, 201, 223, 301I, 307I, 320I | | | | | | <p align="center"><u>Social Work Requirements (60)</u></p> <table border="0" style="width: 100%;"> <tr> <th style="text-align: left; width: 35%;"><u>COURSE</u></th> <th style="text-align: center; width: 15%;"><u>SEM</u></th> <th style="text-align: center; width: 15%;"><u>GRADE</u></th> </tr> <tr> <td colspan="3">Prerequisites (6) <i>plus 9 hrs from the UCC</i></td> </tr> <tr> <td>ANTH 240A; PLB or ZOOL 115</td> <td style="border-bottom: 1px solid black;"></td> <td style="border-bottom: 1px solid black;"></td> </tr> <tr> <td>ECON 113 or 114</td> <td style="border-bottom: 1px solid black;"></td> <td style="border-bottom: 1px solid black;"></td> </tr> <tr> <td>POLS 114</td> <td style="border-bottom: 1px solid black;"></td> <td style="border-bottom: 1px solid black;"></td> </tr> <tr> <td>PSYC 102</td> <td style="border-bottom: 1px solid black;"></td> <td style="border-bottom: 1px solid black;"></td> </tr> <tr> <td>SOC 108</td> <td style="border-bottom: 1px solid black;"></td> <td style="border-bottom: 1px solid black;"></td> </tr> <tr> <td colspan="3"> <u>SOCW Core (39)</u></td> </tr> <tr> <td>SOCW 275 (C Min.)</td> <td style="border-bottom: 1px solid black;"></td> <td style="border-bottom: 1px solid black;"></td> </tr> <tr> <td>SOCW 291 (Fall)</td> <td style="border-bottom: 1px solid black;"></td> <td style="border-bottom: 1px solid black;"></td> </tr> <tr> <td>SOCW 383 (Fall) (C Min.)</td> <td style="border-bottom: 1px solid black;"></td> <td style="border-bottom: 1px solid black;"></td> </tr> <tr> <td>SOCW 400A (Spring)</td> <td style="border-bottom: 1px solid black;"></td> <td style="border-bottom: 1px solid black;"></td> </tr> <tr> <td>SOCW 400B (Fall)</td> <td style="border-bottom: 1px solid black;"></td> <td style="border-bottom: 1px solid black;"></td> </tr> <tr> <td>SOCW 401 (Spring)</td> <td style="border-bottom: 1px solid black;"></td> <td style="border-bottom: 1px solid black;"></td> </tr> <tr> <td>SOCW 402 (Fall)</td> <td style="border-bottom: 1px solid black;"></td> <td style="border-bottom: 1px solid black;"></td> </tr> <tr> <td>SOCW 411 (Fall)</td> <td style="border-bottom: 1px solid black;"></td> <td style="border-bottom: 1px solid black;"></td> </tr> <tr> <td>SOCW 421 (Spring)</td> <td style="border-bottom: 1px solid black;"></td> <td style="border-bottom: 1px solid black;"></td> </tr> <tr> <td colspan="3"> <i>Field Practicum:</i></td> </tr> <tr> <td colspan="3">Requires completion of SOCW Core with a min 2.5 Major GPA</td> </tr> <tr> <td>SOCW 441 (Field) (Spring)</td> <td style="border-bottom: 1px solid black;"></td> <td style="border-bottom: 1px solid black;"></td> </tr> <tr> <td>SOCW 442 (Seminar) (Spring)</td> <td style="border-bottom: 1px solid black;"></td> <td style="border-bottom: 1px solid black;"></td> </tr> <tr> <td colspan="3"> <u>Social Work Electives (6) 300/400 level</u></td> </tr> <tr> <td colspan="3">SOCW 350A, B, & C; SOCW 361, 396, 446, 478, 496</td> </tr> <tr> <td colspan="3">* SPED 420 (Required for School Social Work Endorsement)</td> </tr> <tr> <td colspan="3">(Other options available on Pages 15-17)</td> </tr> <tr> <td style="border-bottom: 1px solid black; height: 20px;"></td> <td style="border-bottom: 1px solid black;"></td> <td style="border-bottom: 1px solid black;"></td> </tr> <tr> <td style="border-bottom: 1px solid black; height: 20px;"></td> <td style="border-bottom: 1px solid black;"></td> <td style="border-bottom: 1px solid black;"></td> </tr> <tr> <td colspan="3"> <u>Liberal Arts Electives (6) 300/400 level</u></td> </tr> <tr> <td colspan="3">Any 300/400 level course from the following areas:</td> </tr> <tr> <td colspan="3">Anthropology, History, Philosophy, Political Science, Psychology, or Sociology (see options on Pages 18-20)</td> </tr> <tr> <td style="border-bottom: 1px solid black; height: 20px;"></td> <td style="border-bottom: 1px solid black;"></td> <td style="border-bottom: 1px solid black;"></td> </tr> <tr> <td style="border-bottom: 1px solid black; height: 20px;"></td> <td style="border-bottom: 1px solid black;"></td> <td style="border-bottom: 1px solid black;"></td> </tr> <tr> <td colspan="3"> <u>General Statistics (3)</u></td> </tr> <tr> <td colspan="3">SOCW 397 preferred</td> </tr> <tr> <td colspan="3">Other options: PSYC 211, SOC 308, QUAN 402, MATH 282</td> </tr> <tr> <td style="border-bottom: 1px solid black; height: 20px;"></td> <td style="border-bottom: 1px solid black;"></td> <td style="border-bottom: 1px solid black;"></td> </tr> <tr> <td colspan="3"> <u>Electives / Minors (21)</u></td> </tr> <tr> <td style="border-bottom: 1px solid black; height: 20px;"></td> <td style="border-bottom: 1px solid black;"></td> <td style="border-bottom: 1px solid black;"></td> </tr> <tr> <td style="border-bottom: 1px solid black; height: 20px;"></td> <td style="border-bottom: 1px solid black;"></td> <td style="border-bottom: 1px solid black;"></td> </tr> <tr> <td style="border-bottom: 1px solid black; height: 20px;"></td> <td style="border-bottom: 1px solid black;"></td> <td style="border-bottom: 1px solid black;"></td> </tr> <tr> <td style="border-bottom: 1px solid black; 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| <u>COURSE</u> | <u>SEM</u> | <u>GRADE</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Foundation Skills (15) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ENGL 101 (3) (C min) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ENGL 102 (3) (C min) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| MATH 101 (3) or higher | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CMST 101 (3) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| UCOL 101 (1) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>Disciplinary Studies (23)</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <i>Fine Arts (3): Choose 1</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| AD 100A, 100B; 101; ARC 314I; CP 101; 354I; ENGL 119; 206A; 307I; FL 200A, 200B, 200C; HIST 201; MUS 103; RT 362I; THEA 101 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <i>Human Health (2): Choose 1</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| BIOL 202; HED 101; HND 101; KIN 101; PHSL 201; REHB 205 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <i>Humanities (6): Choose 2 (PHIL 104 or 105 rec.)</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| SOCW 291 (Fall) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| SOCW 400A (Spring) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| SOCW 401 (Spring) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| SOCW 421 (Spring) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Requires completion of SOCW Core with a min 2.5 Major GPA | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SOCW 441 (Field) (Spring) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SOCW 442 (Seminar) (Spring) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>Social Work Electives (6) 300/400 level</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SOCW 350A, B, & C; SOCW 361, 396, 446, 478, 496 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| * SPED 420 (Required for School Social Work Endorsement) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| (Other options available on Pages 15-17) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <u>Liberal Arts Electives (6) 300/400 level</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Any 300/400 level course from the following areas: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Anthropology, History, Philosophy, Political Science, Psychology, or Sociology (see options on Pages 18-20) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <u>General Statistics (3)</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SOCW 397 preferred | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Other options: PSYC 211, SOC 308, QUAN 402, MATH 282 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <u>Electives / Minors (21)</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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SUGGESTED SEQUENCE GUIDE: FRESHMAN AND SOPHOMORE YEARS

FRESHMAN YEAR

| | FALL | | |
|----------|--|--------------|------------------|
| ENGL 101 | English Composition I | | 3 |
| MATH 101 | Contemporary Mathematics | | 3 |
| SOC 108 | Introduction to Sociology – Social Science * | | 3 |
| UCOL 101 | Foundations of Inquiry | | 1 |
| XXX | Core Humanities | | 3 |
| XXX | Core Human Health | | 2 |
| | | Total | <u>15</u> |

| | SPRING | | |
|----------|---|--------------|------------------|
| ENGL 102 | English Composition II | | 3 |
| CMST 101 | Intro to Oral Communication | | 3 |
| PSYC 102 | Introduction to Psychology – Social Science * | | 3 |
| XXX | Science: Group 1 (Physical Science) | | 3 |
| XXX | Core Humanities | | 3 |
| | | | |
| | | Total | <u>15</u> |

SOPHOMORE YEAR

| | FALL | | |
|-----------------|---|--------------|------------------|
| PLB or ZOOL 115 | General Biology – Science Group II * | | 3 |
| POLS 114 | Intro to American Gov. & Politics – Social Sciences * | | 3 |
| XXX | Core Integrative: Multicultural | | 3 |
| XXX | Core Fine Arts | | 3 |
| XXX | Elective | | 3 |
| | | | |
| | | Total | <u>15</u> |

| | SPRING | | |
|--------------|--|--------------|------------------|
| ECON 113/114 | Economics of Contemp. Soc. Issues – Social Science * | | 3 |
| XXX | Elective | | 3 |
| XXX | Elective | | 3 |
| XXX | Elective | | 3 |
| XXX | Elective | | 3 |
| | | Total | <u>15</u> |

* Required for Social Work major.

SUGGESTED SEQUENCE GUIDE: JUNIOR AND SENIOR YEARS

JUNIOR YEAR

| | FALL | | |
|----------|---|--------------|------------------|
| SOCW 275 | Social Welfare as Social Institution | | 3 |
| SOCW 291 | Social Services & Minority Groups | | 3 |
| SOCW 383 | Social Work Interviewing and Interpersonal Skills | | 3 |
| SOCW | Social Work Elective | | 3 |
| XXX | Liberal Arts Elective | | 3 |
| | | | |
| | | Total | <u>15</u> |

| | SPRING | | |
|-----------|---|--------------|------------------|
| SOCW 400A | Human Behavior in Social environment I | | 3 |
| SOCW 401 | Generalist Practice I | | 3 |
| SOCW 421 | Social Welfare Policy | | 3 |
| SOCW 397 | Stats for Social Workers (or approved Statistics Sub.) ** | | 3 |
| SOCW | Social Work Elective | | 3 |
| | | | |
| | | Total | <u>15</u> |

SENIOR YEAR

| | FALL | | |
|-----------|---|--------------|------------------|
| SOCW 400B | Human Behavior in Social Environment II | | 3 |
| SOCW 402 | Generalist Practice II | | 3 |
| SOCW 411 | Methods of Social Research | | 3 |
| XXX | Liberal Arts Elective | | 3 |
| XXX | Elective | | 3 |
| | | | |
| | | Total | <u>15</u> |

| | SPRING | | |
|----------|----------------------------------|--------------|------------------|
| SOCW 441 | Field Practicum (Internship) *** | | 9 |
| SOCW 442 | Field Practicum Seminar | | 3 |
| XXX | Elective | | 3 |
| | | | |
| | | | |
| | | | |
| | | Total | <u>15</u> |

**** Required to enroll in SOCW 411**

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

SOCIAL WORK COURSES

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

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

295 (1 to 6) Field Service Practicum in Southern Illinois This course is designed for freshman and sophomores who are volunteering service to community, social service, or health agencies in southern Illinois. Credit based upon time spent in direct service. Mandatory Pass/Fail.

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

361-3 Child and Family Services Problems of child-parent relationships and difficulties in social functioning of children and adolescents. Adoptions, foster home and institutional placements, protective services. Focus on services in rural areas. Junior standing or higher.

363-3 Social Work with the Aged Basic concepts of social work methods applied to the older adult group. Characteristics of the aged group, its needs and potentials. Social trends and institutions involved in services to the aged. Junior standing or higher.

366-3 Public Policies and Programs for the Aged An introduction to public policy, program and planning for the aged. A framework is utilized for analyzing policy issues, programs, and research in such areas as income maintenance, long term care, transportation, leisure time, housing and social services in order to aid present and future practitioners who work with the aged. Junior standing or higher.

383-3 Social Work Interviewing and Interpersonal Skills This is an introductory course in interpersonal skills in the social services in a systems context. Intake, interviewing and recording are emphasized. Focus on practice in multi-service settings. Prerequisite: PSYC 102. Restricted to Social Work Majors only with Junior standing or higher.

396 (1 to 3) Readings in Social Work Varying topics not ordinarily covered in depth in regular courses and of specific interest to advanced students. Special approval needed from the instructor and School Director.

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

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

400B-3 Human Behavior and the Social Environment for Social Work Practice II Continuation of 400A. A systems perspective is used to examine the theoretical and practice implications of the life cycle as they relate to the development of groups, organizations and communities in rural settings. The course links content to generalist practice skills taught in 401 and 402. Not for graduate credit. Prerequisite: PLB 115 or ZOOL 115 or ANTH 240A and SOC 108. Restricted to Social Work Majors only with Junior standing or higher.

401-3 Generalist Practice in Social Work I The first of two courses, which prepares for generalist practice. Focuses on intervention skills with individuals and families at a beginning level of proficiency. Emphasis on assessment and treatment in multi-service agencies in rural settings. Not for graduate credit. Prerequisite: SOCW 275, SOCW 383. Restricted to Social Work Majors only with Junior standing or higher.

402-3 Generalist Practice in Social Work II Continuation of SOCW 401. Generalist practice skills and knowledge with groups, organizations and communities at beginning level of proficiency. Emphasis on assessment and treatment in multi-service agencies in rural settings. Not for graduate credit. Prerequisite: SOCW 401. Restricted to Social Work Majors only with Junior standing or higher.

411-3 Research Methods Designing Performance Outcomes in Social Work Practice. Social work research in generalist practice. Examines the principles, concepts and methods of scientific investigation in terms of its application to social work research and practices. Provides basic skills for self-assessment research in field practicum in spring semester. Not for graduate credit. Prerequisite: an introduction to statistics course. Restricted to Social Work Majors only with Junior standing or higher.

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

441-9 Field Practicum Students are expected to complete 420 hours in an approved social service agency during the course of the semester. Utilizes learning contracts with goals, objectives and evaluation to integrate course content into practice, including practice self-assessment. Not for graduate credit. Mandatory Pass/Fail. Restricted to senior standing with GPA of 2.50 in core social work courses. Prerequisites: SOCW 275, 291, 383, 400A, 400B, 401, 402, 411, 421. Must be taken concurrently with weekly practicum seminar, SOCW 442.

442-3 Field Practicum Seminar The seminar assists the student who is in field practicum to systematically conceptualize and integrate the field experience with generalist systems theory, skills and knowledge. The seminar builds on and reemphasizes content provided in previous social work courses. Seminar discussion focuses on shared fieldwork experiences: practice issues related to social work principles, ethics and professionalism, and intervention strategies. Not for graduate credit. To be taken concurrently with SOCW 441.

446-3 Selected Topics in Social Work (A-L) - (3 cr.hr. per section) Seminar on selected problems and issues in social work practice. Content varies with interests of instructor and students. (A) Counsel with Individuals, (B) Practice with Groups, (C) Intervention with Traumatic Stress, (D) Medical Social Work, (E) Substance Abuse and Mental Health, (F) Family Therapy, (G) Administration and Grant Writing, (H) Child Welfare, (I) Spirituality, (J) Adoption, (K) Military Social Work, (L) Other. Prerequisite: Junior standing or higher.

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

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.

HIGHLY RECOMMENDED SOCIAL WORK ELECTIVES

Six (6) credit hours of Social Work electives are required of all Social Work majors. The following are frequently used courses for this requirement. * Any course, other than the following, must be pre-approved prior to registration (please speak with your Social Work academic advisor). Any course suggested in Liberal Arts Electives will satisfy this category, however, you cannot use one course to satisfy both categories.

| Africana Studies | |
|--|--|
| AFR 330 | Black American Social Problems |
| AFR 333 | The Black Family |
| AFR 339 | Black Americans and the Correctional Process |
| AFR 447 | Communicating Race and Ethnicity (Same as CMST 447) |
| AFR 472 | Psychology of Race and Racism (Same as PSYC 470) |
| | |
| Behavior Analysis and Therapy | |
| BAT 312 | Applied Behavior Analysis I |
| BAT 440 | Ethics in Behavior Analysis and Therapy |
| BAT 445H | Autism and Intellectual Disabilities |
| | |
| Criminology and Criminal Justice – (minor available – 15 credit hours – talk to your Social Work advisor) | |
| CCJ 340 | Comparative Criminology and Criminal Justice |
| CCJ 344 | Drug Abuse and the Criminal Justice System |
| CCJ 360 | Law and Social Control |
| CCJ 374 | Juvenile Justice |
| CCJ 384 | Introduction to Corrections (prerequisites required) |
| CCJ 460 | Women, Crime, and Justice (Same as SOC 461 & WGSS 476) |
| | |
| Health Care Management (3 minors available – 71-20 credit hours – talk to HCM academic advisor) | |
| HCM 360 | The U.S. Health Care System (Same as DH 480 & RAD 480) (restricted to HCM major/minor) |
| HCM 413 | Long Term Care Administration (restricted to HCM major/minor) |
| | |
| Public Health | |
| PH 311 | Human Growth and Development |
| PH 312 | Emotional Health |
| PH 325 | Planning & Implementing Health Education Programs |
| PH 330 | Consumer Health |
| PH 334 | First Aid and CPR |
| PH 345 | Emergency Planning and Response |
| PH 351 | Health Education in Early Childhood |
| PH 355 | Introduction to Community Health |
| PH 401 | Epidemiology |
| PH 402 | Death Education (Same as GRON 402) |
| PH 403 | Health Advocate Training |
| PH 407 | Substance Use Prevention |
| PH 410 | Human Sexuality (Same as WGSS 411) |
| PH 413S | Injury Prevention and Safety |
| PH 414 | Sexuality Education |
| PH 415 | Health Counseling |
| PH 430 | Health and Injury Control in a Work Setting (Same as IMAE 430) |
| PH 434 | Advanced First Aid and Emergency Care |
| PH 435 | Work Site Safety and Health Evaluation |
| PH 440 | Health Issues in Aging (Same as GRON 440) |
| PH 441 | Women's Health |
| PH 450 | Health Programs in Elementary Schools |
| | |
| Rehabilitation (minor available – 15 credit hours – talk to your Social Work Advisor) | |
| REHB 400 | Introduction to Rehabilitation |
| REHB 401 | Disability, Diversity and Society |
| REHB 405 | Introduction to Aging and Rehabilitation (Same as GRON 405) |
| REHB 407 | Basic Practices in Rehabilitation |
| REHB 419 | Multicultural Counseling in Rehabilitation (Same as REHB 519) |
| REHB 445B | Psychiatric Rehabilitation |
| REHB 450 | Assistive Technology (Same as REHB 550) |

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| REHB 453 | Personal and Family Life Styling |
| REHB 461 | Introduction to Substance Use Disorders & Behavioral Addictions |
| REHB 466 | Substance Use, Behavioral Addictions, and the Family (Same as REHB 566) (prerequisite required) |
| REHB 471 | Treatment, Recovery and Relapse Prevention (prerequisite required) |
| | |
| Social Work | |
| SOCW 350 A, B, & C | Social Work Special Issues – Practice, Policy & Planning, and Public Welfare Services |
| SOCW 361 | Child and Family Services |
| SOCW 446 | Selected Topics: A – Counseling with Individuals B – Social Work Practice with Groups C – Social Work Intervention with Traumatic Stress Events D – Medical Social Work E – Substance Abuse and Mental Health F – Social Work Family Therapy G – Administration and Grant Writing H – Child Welfare I – Spirituality J – Adoption K – Military Social Work L – Other Topics |
| SOCW 478A | International Social Work – Generalist Policy & Practice – Study Abroad in Germany |
| SOCW 478B | International Social Work – Generalist Policy & Practice – Classroom Based |
| SOCW 478C | International Social Work – Generalist Policy & Practice - Other |
| | |
| Women, Gender, & Sexuality Studies (minor available – 18 credit hours – talk to Director of WGSS) | |
| WGSS 300 | Feminist Theories (prerequisite required) |
| WGSS 314 | Love, Sex, Gender and Philosophy (Same as PHIL 314) |
| WGSS 315 | Global Perspectives on Sexual Diversity (Same as SOC 307) |
| WGSS 320i | Language, Gender and Power (Same as LING 320i) |
| WGSS 341 | Psychology of Women (Same as PSYC 333) (prerequisite required) |
| WGSS 348 | Women and Gender History (Same as HIST 324) |
| WGSS 356 | U.S. Women's History (Same as HIST 356) |
| WGSS 357 | Women and Work in the United States (Same as HIST 357) |
| WGSS 360 | American Rural History (Same as HIST 360) |
| WGSS 396 | Special Topics in Sexual Diversity Studies |
| WGSS 401 | Contemporary Feminisms in Global Context |
| WGSS 403 | Masculinity in the United States |
| WGSS 406A | Gender, Family and Sexuality in Pre-Modern Europe (Same as HIST 406A) |
| WGSS 406B | Gender, Family and Sexuality in Modern Europe (Same as HIST 406B) |
| WGSS 410 | Transcending Gender (Same as ANTH 410L) |
| WGSS 411 | Human Sexuality (Same as PH 410) |
| WGSS 415 | Topics in Gender, Sexuality, and Communication (Same as CMST 415) |
| WGSS 426 | Gender, Culture and Language (Same as ANTH 426 & LING 426) |
| WGSS 437 | Lesbian and Gay History in the Modern United States (Same as HIST 437) |
| WGSS 438 | Women and the Law (Same as POLS 438) (prerequisite may be required) |
| WGSS 440 | Queer Visual Culture (Same as CP 469) |
| WGSS 442 | Sociology of Gender (Same as SOC 423) |
| WGSS 446 | Gender and Global Politics (Same as POLS 456) |
| WGSS 448 | Gender and Family in Modern U.S. History (Same as HIST 448) |
| WGSS 465 | History of Sexuality (Same as HIST 465) |
| WGSS 476 | Women, Crime and Justice (Same as CCY 460 & SOC 461) |
| | |
| Required for students moving into the graduate program and wanting the School Social Work endorsement | |
| SPED 420 | Advanced Theories & Practices |

HIGHLY RECOMMENDED LIBERAL ARTS ELECTIVES

Six (6) credit hours of Liberal Arts electives at the 300/400 level are required of all Social Work majors. The following are frequently used courses for this requirement. Any course, other than the following, must be pre-approved prior to registration.

| ANTHROPOLOGY – (minor available – 15 credit hours – talk to your Social Work advisor) | |
|---|--|
| ANTH 310A | Introduction to Peoples and Cultures – Africa (Same as ANTH 470A & AFR 310A) |
| ANTH 310E | Introduction to Peoples and Cultures – South America (Same as ANTH 470E) |
| ANTH 310G | Introduction to Peoples and Cultures – North America (Same as ANTH 470G) |
| ANTH 310I | Introduction to Peoples and Cultures – Mesoamerica (Same as ANTH 470I) |
| ANTH 310K | Introduction to Peoples and Cultures – Southwest (Same as ANTH 470K) |
| ANTH 330 | Biological Foundations of Human Behavior |
| ANTH 370 | Anthropology and Contemporary Human Problems |
| ANTH 410D | Ethnomusicology |
| ANTH 410G | Urban Anthropology |
| ANTH 410H | African Expressive Culture (Same as AFR 410H) |
| ANTH 410I | Identities: Global Studies in Culture and Power |
| ANTH 410L | Transcending Gender |
| ANTH 410M | Healing and Culture |
| ANTH 416 | Spanish in the U.S.A. |
| ANTH 426 | Gender, Culture and Language |
| | |
| HISTORY – (minor available – 18 credit hours balanced between 2 of 3 fields of History – talk to your Social Work advisor) | |
| HIST 324 | Women and Gender History (Same as WGSS 348) |
| HIST 352 | Social History of the United States |
| HIST 354 | The Contemporary United States |
| HIST 356 | U.S. Women's History (Same as WGSS 356) |
| HIST 357 | Women and Work in the United States (Same as WGSS 357) |
| HIST 358I | Introduction to Peace Studies (Same as CP 358I) |
| HIST 361 | Race and History in the United States (Same as AFR 360) |
| HIST 362A | Black American History to 1865 (Same as AFR 311A) |
| HIST 362B | Black American History Since 1865 (Same as AFR 311B) |
| HIST 383 | Islamic Civilization |
| HIST 385 | Islam and the West |
| HIST 403 | American Indians and U.S. Empire |
| HIST 406A | Gender, Family and Sexuality in Pre-Modern Europe (Same as WGSS 406A) |
| HIST 406B | Gender, Family and Sexuality in Modern Europe (Same as WGSS 406B) |
| HIST 407 | History of Latinos in the United States |
| HIST 437 | Lesbian and Gay History in the Modern United States (Same as WGSS 437) |
| HIST 448 | Gender and Family in Modern U.S. History (Same as WGSS 448) |
| HIST 465 | History of Sexuality (Same as WGSS 465) |
| HIST 466A | History of the American West-Trans-Appalachian Frontier |
| HIST 466B | History of the American West-Trans-Mississippi Frontier |
| HIST 487 | The U.S. Civil Rights Movement (Same as AFR 497) |
| | |
| PHILOSOPHY – (minor available – 15 credit hours – talk to your Social Work advisor) | |
| PHIL 308I | Asian Religions: A Philosophical Approach |
| PHIL 309I | Philosophy of Peace, Law, and Justice |
| PHIL 310 | Advanced Critical Thinking |
| PHIL 314 | Love, Sex, Gender, and Philosophy (Same as WGSS 314) |
| PHIL 334 | Ethics in Media, Culture and Society (Same as JRNL 334) |
| PHIL 340 | Ethical Theories |
| PHIL 344 | Biomedical Ethics |
| PHIL 360 | Latin American Philosophy |
| PHIL 415 | Logic of Social Sciences |
| | |
| POLITICAL SCIENCE – (minor available – 15 credit hours – talk to Political Science academic advisement) | |
| POLS 314I | American Politics (Same as JRNL 314I) |
| POLS 317 | Polling and Public Opinion (prerequisite required) |
| POLS 318 | Political Campaigns and Elections (prerequisite required) |
| POLS 321 | Congressional Politics |
| POLS 326 | African American Politics (Same as AFR 326) |
| POLS 332I | Introduction to Civil Liberties and Civil Rights |

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| POLS 334 | The Constitution and Defendants' Rights |
| POLS 340 | Introduction to Public Administration (prerequisite required) |
| POLS 352I | Ethnicity, Nationalism and Culture |
| POLS 419 | Political Sociology (Same as SOC 475) |
| POLS 422 | Rethinking NPOs and NGOs: Doing Good Better (prerequisite required) |
| POLS 435 | Judicial Process and Behavior (prerequisite recommended) |
| POLS 438 | Women and the Law (Same as WGSS 438) (prerequisite recommended) |
| POLS 444 | Policy analysis |
| POLS 447 | Nonprofit Marketing and Fundraising |
| POLS 449 | Management of Nonprofit Organizations |
| POLS 456 | Gender and Global Politics (Same as WGSS 446) (prerequisite recommended) |
| PSYCHOLOGY – (minor available – 15 credit hours – apply to the Dept. of Psychology) | |
| PSYC 301 | Child Psychology (prerequisite required) |
| PSYC 303 | Adolescence and Young Adulthood (prerequisite required) |
| PSYC 304 | Adulthood and Aging (prerequisite required) |
| PSYC 305 | Psychology of Personality (prerequisite required) |
| PSYC 306 | Positive Psychology and Human Strengths (prerequisite required) |
| PSYC 307 | Social Psychology (prerequisite required)) |
| PSYC 308 | Psychology of Motivation (prerequisite required) |
| PSYC 309 | Psychology of Learning (prerequisite required) |
| PSYC 314 | The Brain and Emotion (prerequisite required) |
| PSYC 322 | Personnel Psychology (Same as MGMT 385) (prerequisite required) |
| PSYC 323 | Organizational Psychology (prerequisite required) |
| PSYC 331 | Abnormal Psychology (prerequisite required) |
| PSYC 333 | Psychology of Women (Same as WGSS 341) |
| PSYC 334 | Psychology of African American Experience (Same as AFR 334) |
| PSYC 340 | Introduction to Clinical and Counseling Psychology (prerequisite required) |
| SOCIOLOGY – (minor available – 15 credit hours – talk to your Social Work advisor) | |
| SOC 302 | Contemporary Social Problems |
| SOC 303 | Sociology of Deviance |
| SOC 304I | Global Perspectives on the Family |
| SOC 306I | Popular Culture in Society |
| SOC 307 | Global Perspectives on Sexual Diversity (Same as WGSS 315) |
| SOC 321 | Society and the Individual |
| SOC 322 | Community Organization |
| SOC 340 | Family |
| SOC 351 | Sociology of Religion |
| SOC 352 | Sociology of Music |
| SOC 371 | Population Problems |
| SOC 372 | Criminology |
| SOC 406 | Social Change |
| SOC 407 | Sociology of Sexuality |
| SOC 423 | Sociology of Gender (Same as WGSS 442) |
| SOC 424 | Social Movements and Collective Behavior |
| SOC 435 | Social Inequality |
| SOC 437 | Sociology of Globalization and Development |
| SOC 438 | Sociology of Ethnic Relations in World Perspective (prerequisite recommended) |
| SOC 455 | Racial Inequality |
| SOC 460 | Sociology of Medicine |
| SOC 461 | Women, Crime and Justice (Same as CCJ 460 & WGSS 476) |
| SOC 462 | Victims of Crime (Same as CCJ 462) |
| SOC 465 | Sociology of Aging |
| SOC 471 | Introduction to Social Demography |
| SOC 473 | Juvenile Delinquency (Same as CCJ 473) |

HIGHLY RECOMMENDED GENERAL UNIVERSITY ELECTIVES

Twenty-One (21) credit hours of general electives are required for all social work majors in order to make the minimum 120 hours required for graduation. **Any course taken above the minimum Core Curriculum and Major requirements is considered a University elective.** If you have any questions whether or not you need further general electives, talk to your academic advisor. Below are some highly suggested options for the General Elective requirement. Some courses may have prerequisites or require permission.

| | |
|--------------|--|
| AFR 109 | Introduction to Black America |
| AFR 209 | Critical Issues in the Black American Experience |
| AFR 215 | Black American Experience in a Pluralistic Society |
| ANTH 104 | The Human Experience: Anthropology |
| ANTH 202 | American Cultures |
| ANTH 204 | Anthropology of Latino Cultures |
| CCJ 201 | Introduction to the Criminal Justice System |
| CCJ 203 | Crime, Justice and Social Diversity |
| CCJ 290 | Introduction to Criminal Behavior |
| CI 199 | Library: Information Source (1 cr. Hr.) |
| CI 227 | Marriage and Family Living |
| CI 237 | Early Child Development I |
| CS 200B | Computer Concepts |
| EDUC 211 | School and Society |
| EDUC 214 | Human Growth, Development, & Learning (2 cr. hrs.) |
| ENGL 119 | Introduction to Creative Writing |
| ENGL 290 | Intermediate Expository Writing |
| ENGL 291 | Intermediate Technical Writing |
| FIN 200 | Personal Finance |
| FIN 320 | Real Estate |
| FL 120 A&B | Beginning American Sign Language (4 cr. Hrs.) |
| JRNL 160 | Mass Communication in Society |
| LING 201 | Language Diversity in USA |
| MGMT 304 | Introduction to Management |
| PH 334 | First Aid and CPR |
| PHIL 211 | Philosophy and Diversity: Gender, Race, and Class |
| PSYC 222 | Effects of Recreational Drugs |
| REC 300 | Introduction to Leisure Service |
| SOC 215 | Race and Ethnic Relations in the U.S. |
| SOC 223 | Women and Men in Contemporary Society |
| SOCW 295 | Field Service Practicum in Southern Illinois |
| SPAN 140 A&B | Elementary Spanish (4 cr. Hrs.) |
| WED 302 | Business Communications |
| WED 327 | Management of Family Resources |
| WMST 201 | Multicultural Perspectives on Women |

FULL-TIME FACULTY

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

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

Experience – Worked for the Department of Children and Family Services (DCFS) for 26 years, 19 in supervision, starting as a contract employee progressing through the ranks of social worker. He became the supervisor of the Murphysboro Field Office in 1983, holding that position until retirement in 2002. Primary experience was working with families and children. He started and maintained a mentoring program in Jackson County for children that DCFS worked with, as well as other community resources. He coordinated and supervised a contract between DCFS and SIU Carbondale Counseling Center that provided counseling and intra-familial sexual abuse and educational opportunities for PhD students. In 1979, he was the founder of the Screening Committee for Abuse and Neglect (SCAN Team), which incorporated the medical and legal, as well as the public health field, with social workers to discuss the most serious cases of child abuse and neglect. The SCAN Team continues to this day, meeting monthly to assist in the protection and the provision of services to children and families. He also served as a supervisor of a private agency that worked with special needs foster placements. He has volunteered, assisting families in developing Individualized Educational Plans, and continues to advocate for children and families involved in the child welfare system. He made a presentation at the 1996 National Child Welfare Conference on Behavior Analysis and Public Child Welfare.

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

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

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

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

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

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

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

Jurkowski, Elaine T., MSW, PhD – *Professor*

Education – BSW, Industrial Social Work, University of Manitoba, Canada. MSW, Policy and Administration, University of Manitoba, Canada. PhD, Community Health (Community Health Sciences) and Social Policy (Jane Adams School of Social Work), University of Illinois at Chicago.

Experience – Dr. Jurkowski was previously an Assistant Professor at the University of Windsor. She has held administrative and research positions for the Illinois Public Health Leadership Institute at the University of Illinois at Chicago. She has also held administrative and case management positions within

residential and vocational rehabilitative settings, and for the department of Health and Family Services, Manitoba. Dr. Jurkowski was a “Great Cities” Research Fellow in health, and she examined strategies for community needs assessment in the United States and Canada, using citizen participation and traditional needs assessments. Currently, she is interested in improving access to health and mental health care for older adults. She has also served as a program evaluations consultant in a range of public and private settings, including international settings in Canada, India, Hong Kong, and Niger, West Africa.

Teaching areas – Research methods, evidence based practice, program evaluation, aging and health policy.

Research interests – Public health, community planning for health and social services, international models for disability, aging and health/mental health care, the use of technology in teaching.

Current research projects – Comparative models of service delivery for health services, access to health and mental health care, trends in aging/disability services, use of technology to enhance teaching and student learning/outcome competencies.

Kawewe, Saliwe, MSW, PhD – Professor

Education – BSW, University of Zambia. MSW, George Warren Brown School of Social Work, Washington University in St. Louis; PhD, Social Work, Saint Louis University.

Experience – Dr. Kawewe is a social work educator, researcher and administrator with diverse practice experience both locally and internationally. Before joining SIUC, she had worked as an Assistant Professor at Wichita State University, James Madison University, Central State University, and Southeastern Louisiana University. She also served as a summer graduate lecturer at Saint Louis University. Dr. Kawewe worked as a Social Services officer with the Missouri Division of Family Services and as a Social Services/Probation Officer in Zimbabwe. Prior to this she had been an Administrative Assistant with the Various Departments and Colleges at the University of Zambia. She is a former board member-at-large and African Regional representative with the Inter-University Consortium for International Social Development (IUCISD), Program Committee and Steering Committee member with the Peace and Social Justice Center of South Central Kansas, and Committee member for the Global Learning Center. Kawewe is the recipient of various community/service awards including recognition for academic excellence. She has taught Generalist Social Work Practice with Micro Systems; Social Work Practice with Macro systems; Human Behavior and the Social Environment; Ethnic Sensitive Social Work Practice; Cultural Diversity for Social Work Practice; Senior and Advanced Practicum Seminar; Community Organization, Social Welfare Policy Development and Analysis; Third World Societies, Social Problems, Gerontological Social Work; Introduction to Social Work Practice; Introduction to Social Work; History and Philosophy of Social Welfare; Global Women and Poverty.

Teaching areas – Advanced generalist practice, policy, research.

Research interests – International social welfare policy, social development strategies in Third World Communities, HIV/AIDS prevention and treatment, women and children, cultural diversity, indigenous populations.

Reese, Dona, MSW, PhD, LCSW – Professor

Education – BA, Northwestern University. MSW, University of Maryland. PhD, Social Work, University of Maryland.

Experience – Dr. Reese has fifteen years of clinical and administrative social work experience, including child abuse and neglect treatment and prevention, foster care, children’s residential treatment, domestic violence, hospice, emergency room social work, and private practice. In addition, Dr. Reese has been conducting research and teaching social work as a social work professor since 1994.

Teaching areas – Social work research; social work practice; human behavior, policy.

Research interests – Hospice social work, cultural competence and spirituality in hospice, poverty.

Reichert, Elisabeth, MSW, PhD, LCSW – Professor

Education – Dipl. Sozialarbeite, Community Organization, Fachhochschule fuer Sozialwesen, Mannheim, Germany. MSW, Administration and Planning, University of Tennessee Knoxville. PhD, Health Education, University of Tennessee Knoxville.

Experience – Dr. Reichert was awarded a Fulbright Scholarship to study social work at the University of Tennessee. She is a licensed clinical social worker with five years of experience, from 1989-1994, working with the Project Against Sexual Abuse of Appalachian Children. Dr. Reichert has been with the SIUC School of Social Work since 1994. She conducts an established study abroad course on social work and human rights in Europe. She is a board member and editor of two journals and has twenty-three articles on human rights, treatment of sexually abused children, and other social work topics. She has published three books and has presented nationally and internationally on issues of social work and human rights.

Teaching areas – Children, youth, and families practice; HBSE; and international social work.

Research interests – Human rights theory, practice and policy, social work with sexual abuse/incest survivors, international social work.

Soliman, Hussein, MSW, PhD – Alber Humanitarian Professor

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

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

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

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

BACCALAUREATE PORTFOLIO PROJECT

During the last semester of your senior year, you will be required to present a Baccalaureate Portfolio. This Portfolio is a multidimensional tool intended to present a portrait of you as a professional in your chosen field. Items that exhibit knowledge, skills, values, and achievements are purposefully collected and organized to show your competencies as a social worker and your understanding of the Baccalaureate program competencies.

The Portfolio Project is designed to highlight critical thinking and self-assessment skills. It provides an opportunity for you to reflect on your education, practice and volunteer experiences and integrate them with your personal goals and those of the professor of Social Work. It also serves to demonstrate your achievement of professional writing skills.

The Portfolio should be organized around the demonstration that you have achieved knowledge, skills, and values in each of the nine undergraduate program competencies:

UNDERGRADUATE PROGRAM COMPETENCIES

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

Competency 1: Demonstrate Ethical and Professional Behavior

- a** make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context
- b** use reflection and self-regulation to manage personal values and maintain professionalism in practice situations
- c** demonstrate professional demeanor in behavior; appearance, and oral, written, and electronic communication
- d** use technology ethically and appropriately to facilitate practice outcomes
- e** use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

- a** apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels
- b** present themselves as learners and engage clients and constituencies as experts of their own experiences
- c** apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

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

- a** apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
- b** engage in practices that advance social, economic, and environmental justice

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

- a** use practice experience and theory to inform scientific inquiry and research
- b** apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
- c** use and translate research evidence to inform and improve practice, policy, and service delivery

Competency 5: Engage in Policy Practice

- a** identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services
- b** assess how social welfare and economic policies impact the delivery of and access to social services
- c** apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social economic and environmental justice

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

- a** apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
- b** empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

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

- a** collect and organize data, and apply critical thinking to interpret information from clients and constituencies
- b** apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies
- c** develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
- d** select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

- a** critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies
- b** apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
- c** use inter-professional collaboration as appropriate to achieve beneficial practice outcomes
- d** negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies
- e** facilitate effective transitions and endings that advance mutually agreed-on goals

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

- a** select and use appropriate methods for evaluation of outcomes
- b** apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
- c** critically analyze, monitor, and evaluate intervention and program processes and outcomes
- d** apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

UNDERGRADUATE PROGRAM OBJECTIVES

Objective I: Values and Ethics

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

Objective II: Reciprocal Interactions between People and Their Environment

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

Objective III: Intervening

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

Objective IV: Evidence-Based Practice

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

Objective V: Policy Analysis

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

Objective VI: Diverse and Often Under-Represented Populations

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

Objective VII: Social Work Practice Skills

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

Objective VIII: Critical Thinking and Communication Skills

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

Objective IX: Supervision and Consultation

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

In addition to items such as those listed above, the Project Portfolio must include a **NARRATIVE SELF-ANALYSIS** paper in which you evaluate your progress toward achieving professional knowledge, skills and values in the Social Work arena.

Outline for Self-Assessment Portfolio Section

The self-assessment should be 2 pages and should address the following outline:

Section 1: Short autobiographical introduction (where did you start?)

Section 2: Summary of the most important social work content that you have added to your social work *tool box*. (Strength development)

Section 3: How have you learned to evaluate your practice?

NOTE: *Beginning your junior year, it is recommended that you **save all completed course work**. This will help when you begin to compile your Baccalaureate Portfolio.*

Student Name: _____

BACCALAUREATE PORTFOLIO PROJECT

Evaluation Form

The Likert scale below is used to evaluate each portfolio section in terms of evidence presented for each objective, as well as the quality of the supporting narrative.

| | 4 Accomplished Competency 1 Sample Outstanding narrative Error Free | 3 Moderate Competency 1 Sample Adequate Narrative Moderate Editing Errors (1-4) | 2 Beginning Competency 1 Sample Poor Narrative Frequent Editing Errors (5-9) | 1 Little to no Competency Sample Narrative Missing Major Editing Errors (10 +) |
|-----|---|--|---|---|
| 1. | Demonstrate Ethical & Professional Behavior Comments: _____ | | | |
| 2. | Engage Diversity & Difference in Practice Comments: _____ | | | |
| 3. | Advance Human Rights & Social, Economic, & Environmental Justice Comments: _____ | | | |
| 4. | Engage in Practice Informed Research & Research Informed Practice Comments: _____ | | | |
| 5. | Engage in Policy Practice Comments: _____ | | | |
| 6a. | Engage with Individuals & Families Comments: _____ | | | |
| 6b. | Engage with Groups, Organizations, & Communities Comments: _____ | | | |
| 7a. | Assess individuals & Families Comments: _____ | | | |
| 7b. | Intervene with Groups, Organizations & Communities Comments: _____ | | | |
| 8a. | Intervene with Individuals & Families Comments: _____ | | | |
| 8b. | Intervene with Groups, Organizations & Communities Comments: _____ | | | |
| 9. | Evaluate Practice with Individuals, Families, Groups, Organizations, & Communities Comments: _____ | | | |
| 10 | Self-Analysis _____ | | | |
| | | | | TOTAL |

PROCEDURES FOR OBTAINING AN UNDERGRADUATE FIELD PLACEMENT*

* To enter the Field Practicum, students must be social work majors with an overall 2.50 G.P.A. in core social work classes: SOCW 275, 291, 383, 400A, 400B, 401, 402, 411, and 421 and have a 2.25 overall G.P.A.

FIELD PRACTICUM

The Field Practicum is designed to provide students with an opportunity to apply theoretical knowledge to practice situations in a purposeful way within the four broad objectives of the Baccalaureate Field Instruction Program which are to increase students' opportunities to:

- I Function Effectively within a Professional Context.
- II Function Effectively within an Organizational Context.
- III Function Effectively Utilizing Knowledge Directed Practice Skills.
- IV Function Effectively within an Evaluative Context.

One of the most important courses in the curriculum is the field experience course:

SOCW 441 – Field Practicum (9 credit hours)

SOCW 442 – Field Practicum Seminar (3 credit hours)

In field placement, students are expected to spend 420 hours per semester, under appropriate supervision, in a social work agency mutually agreed upon by the student and the Field Coordinator. Decisions regarding field placement are made in a series of pre-placement seminars conducted in the **semester prior** to placement. Additionally, students attend a mandatory weekly seminar (SOCW 442) which meets on campus.

Typical undergraduate student field placements include such agencies as the Illinois Dept. of Children & Family Services, The Women's Center, Centerstone, River to River Residential Corp., Shawnee Health Service, and local community mental health agencies.

Social Work requires **block** field placements for fulfilling the required credits of SOCW 441 & SOCW 442.

- ❖ Block placement means full-time field work in an approved agency with concurrent field work seminar, which is done during the last semester of undergraduate work toward completion of a B.S. in Social Work.

NOTE: SOCW 411 – Methods of Social Research cannot be taken concurrently with field placement

UNDERGRADUATE FIELD PLACEMENT

When eligibility requirements for field practicum are met:

- 1) **All** students wishing to enter field placement are required to attend pre-placement seminars which are organized by the Undergraduate Field Coordinator and are held a **semester prior** to the field practicum.

Announcements regarding the pre-placements seminars are posted in the Social Work Student Lounge, at the Office of Student Services, and in the hallway outside the Social Work reception/main office.

Students who **fail** to attend these seminars **will not** be allowed to enter field



- 2) Students are responsible for calling the prospective approved agency to set up an appointment for an interview following the pre-placements seminars. If that placement does not work out, the student may call one of two identified alternate placements.



- 3) After the student has been accepted by the agency for placement, the student must return the signed **Field Learning Center Placement Agreement** to the Undergraduate Field Coordinator by a specified deadline.

Work times are to be negotiated by the student and the agency before signing the **Agreement Form**.

CRITERIA FOR ADMISSIONS TO ADVANCED M.S.W. PROGRAM

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

- ✓ B.S. Degree in Social Work from an **accredited** program
- ✓ G.P.A. of at least 3.0 on a 4.0 scale in the junior and senior years of undergraduate study (last 60 credit hours of graded undergraduate work) excluding experiential and field learning.
- ✓ Consideration will be given to applicants with post BSSW paid experience in a social work position
- ✓ One academic reference
- ✓ One reference from the most recent employment or a general reference
- ✓ Field reference from BSW program
- ✓ Personal statement
- ✓ Graduate Record Examination (GRE) scores are not required but will be considered along with other admissions criteria for those students who plan to apply for graduate assistantship. Find out the test dates for GRE and plan to take it **before you apply for admissions into the MSW program**
- ✓ Completion of a general biology course (PLB 115 / ZOOL 115) and general statistics (SOCW 397, SOC 308, EPSY 402, MATH 282 or any approved basic statistics course) are required.
- ✓ Applicants admitted for either the **regular two-year program** or for the **advanced standing program** may be required to take additional courses as a condition of admission
- ✓ All applicants interested in the School Social Work Endorsement, **must** complete SPED 408 or 420 **before** starting their graduate program.

CRITERIA FOR ADMISSIONS TO ADVANCED M.S.W. PROGRAM

A reduced-load program is available for a limited number of students with or without a B.S. degree in Social Work, who are either fully employed or prefer to take fewer than 3 courses per semesters of full-time residency as defined by the University (E.G., Fall-Spring, Spring-Summer). Entry is in the Fall semester for students without a B.S. degree in Social Work and in the Summer for students with a B.S. degree in Social Work from an accredited program.

Requests to change from full-time to full-time reduced-load status requires prior approval of the Graduate Program Director.

Documented potential for the profession of social work is considered a part of the admissions criteria, which may also include an interview prior to acceptance.

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

Please check with Assistant to the Graduate Program for current

APPLICATION DEADLINES TO THE M.S.W. PROGRAM:

Advanced Standing (Starts in Summer)

Regular Program (Starts in Fall)

LICENSING AND CLASSIFICATION

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

QUALIFICATIONS

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

1. **Licensed Social Worker:** LSW's are authorized to practice social work which includes social services to individuals, groups, or communities in any one or more of the fields of social casework, social group work, community organization for social welfare, social work research, social welfare administration, or social work education. LSW's may engage in clinical social work practice, as it is not conducted in an independent practice as defined by law. REQUIREMENTS:
 - a. A degree from a graduate program of social work approved by the Illinois Department of Professional Regulation (IDPR) and successful completion of the examination as authorized by the Department; OR:
 - b. A degree in social work from an undergraduate program approved by IDPR, AND successful completion of at least 3 years of supervised professional experience AND successful completion of the examination as authorized by the Department.
2. **Licensed Clinical Social Worker:** LCSW's are authorized to independently practice clinical social work in Illinois under the auspices of an employer or in private practice. REQUIREMENTS:
 - a. A master's degree in social work from an approved program and successful completion of at least 3000 hours of satisfactory, supervised clinical professional experience and successful completion of the examination for the practice of clinical social work as authorized by the Department; OR:
 - b. A doctorate degree in social work from an approved program and completion of at least 2000 hours of satisfactory, supervised clinical professional experience subsequent to the degree, and successful completion of the examination for the practice of clinical social work as authorized by the Department.

FAQ ON LICENSING

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

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

Q. How do I request an application?

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

Q. When and where are the exams given?

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

Q. What can I expect at the examination?

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

For more information on licensing:

| | |
|-----------|--|
| WRITE: | Illinois Department of Professional Regulation 320 W. Washington St., 3 rd Floor Springfield, IL 62786 |
| PHONE: | (217) 785-0800 or (888) 473-4858 |
| ORDER: | Social Work Examination Services (SWES) study guides, call: 800-933-8802 or info@swes.net |
| WEBSITES: | SWES at http://www.swes.net/ IL Professional Regulation at http://www.dpr.state.il.us/WHO/sw.asp |

CAREER OPPORTUNITIES

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

JOB TITLES:

BSSW Students

Case Worker
Case Manager
Counselor:
- Adolescent
- Geriatric
- Substance Abuse
- Drug/Alcohol Abuse
Social Worker
Therapist
Teen Outreach Coordinator
Child Welfare Specialist
Child Placement Agent
Probation and Parole Officer
Mental Health Worker
Rehabilitation Counselor
Substance Abuse Counselor

MSW Students

Social Work Supervisor
Project Director/Counselor
Outpatient Clinical Therapist
Coordinating Clinician
Foster Care Supervisor
Psychiatric Social Worker
Assistant Professor
Clinical Social Worker
Director of Social Services

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

SOCIAL WORK PROFESSIONS

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

- Child Welfare
- Foster Care & Adoption Services
- Youth Services
- Health Care
- Behavioral and Mental Health Services
- Hospitals and Nursing Homes
- Social Work with Older Adults
- Schools (Elementary & Secondary)
- Individual & Family Counseling
- Corrections and Criminal Justice
- Family Service Agencies
- Public Administration
- Community Development and Not-For-Profit Management Programs
- Military and Veterans Assistance
- Services for People with Disabilities
- Legal Service Agencies
- International Social Work Agencies
- Poverty and Equality Services
- Hospice
- Alcohol and Substance Abuse Services
- Domestic Violence Programs
- Policy Practice

Visit us online at: [**http://ehs.siu.edu/socialwork/**](http://ehs.siu.edu/socialwork/)

Email us at: **SocialWorkFrontDesk@siu.edu**

O*NET ONLINE OCCUPATION SEARCH

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

- Child, Family, and School Social Workers - Most of these occupations require a four-year bachelor's degree, but some do not.
 - Bright Outlook
 - Faster than average projected growth in the field
 - Median Wages: \$46,270 annual
 - <http://www.onetonline.org/link/summary/21-1021.00>
- Healthcare Social Workers - Most of these occupations require graduate school.
 - Bright Outlook
 - Much faster than average projected growth in the field
 - Median Wages: \$56,200
 - <http://www.onetonline.org/link/summary/21-1022.00>
- Mental Health and Substance Abuse Social Workers - Most of these occupations require graduate school.
 - Bright Outlook
 - Much faster than average projected growth in the field
 - Median Wages: \$44,840 annual
 - <http://www.onetonline.org/link/summary/21-1023.00>
- Social & Human Service Assistants - Most of these occupations require a four-year bachelor's degree, but some do not.
 - Bright Outlook
 - Much faster than average projected growth in the field
 - Median Wages: 33,750 annual
 - <http://www.onetonline.org/link/summary/21-1093.00>
- Social and Community Service Managers - Most of these occupations require a four-year bachelor's degree, but some do not.
 - Much faster than average projected growth in the field
 - Median Wages: \$65,320 annual
 - <http://www.onetonline.org/link/summary/11-9151.00>
- Social Workers – All others
 - Average projected growth
 - Median Wages: \$63,140 annual
 - <http://www.onetonline.org/link/summary/21-1029.00>

REGISTERED STUDENT ORGANIZATIONS

SOCIAL WORK STUDENT ALLIANCE (SWSA)

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

Q. How do you join?

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

Q. What's in it for you?

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

We encourage you to join SWSA today!

SWSA needs your energy, creativity, time, and knowledge

GET INVOLVED

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

SCHOLARSHIPS AND AWARDS

SIUC Scholarships

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

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

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

SIUC Honors Day

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

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

UNIVERSITY POLICIES AND PROCEDURES

COLLEGE CREDIT BY EXAMINATION

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

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

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

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

Articulation and Evaluation

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

618-453-2012 transferservices@siu.edu

Located in Student Services Building Room 241

TRANSFER CREDIT

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

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

CREDIT FOR LIFE EXPERIENCE AND PREVIOUS WORK EXPERIENCE

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

REGISTRATION

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

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

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

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

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

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

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

For more information regarding registration and other important FAQ’s, visit the Registrar at:
<http://registrar.siu.edu/students/index.html>

ERROR MESSAGES ON REGISTRATION

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

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

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

ADDS / DROPS

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

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

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

WITHDRAWAL

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

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

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

REPEAT POLICY

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

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

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

INCOMPLETE GRADE

Incompletes are given at the discretion of the Instructor when there are valid reasons why the student cannot complete the course work in a timely manner. For an Instructor to award an incomplete, she/he must receive from the student, written evidence that an emergency has occurred, which prevents the student from completing the course work. Incompletes are not given simply because the student failed to complete the coursework as assigned. **The student must not be failing the class at the time the incomplete is granted.**

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

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

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

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

ACADEMIC DISHONESTY

Academic dishonesty is defined here as cheating and/or plagiarism. Cheating and plagiarism are unethical and unacceptable practices in any profession, especially social work. Cheating includes illegal obtaining of tests or answer sheets, taking an exam for another student, copying answers on exams from another student, providing another student with an essay or research paper that the student submits as his/her

own work. Plagiarism includes submitting someone else's work as one's own, copying the work of another author and presenting it as one's own, not documenting the bibliographical sources one uses to support his/her own ideas. Academic dishonesty may result in failure on the particular assignment, a lower grade, an "F" grade in the course, suspension or dismissal from Social Work and the University.

ATTENDANCE

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

GRADUATION REQUIREMENTS

Graduation clearance is completed by the academic advisor. This clearance evaluates all of the coursework the student has completed to that date and lists the courses the student still has to complete in order to complete graduation requirements on time for their anticipated graduation date. **The responsibility for completion of all graduation requirements belongs with the student.** Therefore, it is highly suggested the student request a pre-graduation check from their academic advisor prior to the beginning of their senior year so they know upfront what is needed for completion.

MINIMUM REQUIREMENTS FOR BACHELOR OF SCIENCE DEGREE*

Total Hours: 120 Semester Hours

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

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

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

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

UNDERGRADUATE STUDENT GRIEVANCE POLICY

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

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

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

UNIVERSITY CAREER SERVICES

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

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

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

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

CONTACT INFORMATION

Phone: 618/453/2391

Student Services Building – Room 0110

1263 Lincoln Drive, Carbondale, IL 62901

Email: careerdevelopment@siu.edu

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

SALUKI CARES

Purpose:

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

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

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

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

CONTACT INFORMATION:

Phone: 618/453/2461

Email: siucares@siu.edu

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

FOR EMERGENCIES:

Please call 911 and/or contact

SIU Carbondale Police Dept. at 618-453-3771

CLINICAL CENTER

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

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

CONTACT INFORMATION:

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

SPECIAL SERVICES AND CONTACT INFORMATION

Social Work

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

Supplemental Instruction

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

Student Health Center

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

Student Services

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

Disability Support Services

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

SPECIAL SERVICES AND CONTACT INFORMATION CONT.

Wellness and Health Promotion Services

http://shc.siu.edu/wellness_center/index.html

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

Counseling and Psychological Services (Counseling Center)

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

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

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

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

Transitional Programs

Phone: 618/453/7041

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

SPECIAL SERVICES AND CONTACT INFORMATION CONT.

Non-Traditional Student Services

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

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

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

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

Student Emergency Dental Service

http://shc.siu.edu/dental/dental_appointment/index.html

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

OTHER IMPORTANT CONTACT INFORMATION

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