



SCHOOL OF
SOCIAL WORK
Illinois State University

The Master of Social
Work (MSW)
Student Handbook

2022-2023





Dear MSW Student,

Welcome to the Master of Social Work (MSW) program at Illinois State University! We are delighted that you have chosen our program from the many reputable social work programs available and hope you will find your graduate study in our school rewarding. Our MSW program prepares students for advanced social work practice and leadership in the profession. Our coursework is grounded in theory, policy, research, and practice, and culminates with a field practicum experience.

The *Master of Social Work Student Handbook* has been designed to supplement the other university publications provided to you, including but not limited to the Graduate Catalog. It is organized to give you a convenient guide to essential information and resources. Information given in the handbook does not change, or substitute for, ISU policies and procedures published by other university units and is subject to change.

The *Master of Social Work Student Handbook* provides an overview of the School of Social Work, including its history, mission, and governance; specifics of the MSW program; critical policies and procedures, including standards of student conduct and grievance procedures; campus resources; and opportunities for student participation.

The faculty and staff of the School of Social Work look forward to working with you during your time in our program. We hope the *Handbook* is helpful to you as you begin your studies at Illinois State University.

Sincerely,

Dr. Karen Stipp, PhD, MSW, LCSW
Associate Professor
MSW Program Director
School of Social Work

Table of Contents

- PART I: Illinois State University 7
- PART II: The School of Social Work 7
 - History of the School..... 7
 - Mission of the MSW Program 8
 - Philosophy of the School..... 9
 - Governance of the School..... 10
 - School Committee of the Whole..... 10
 - Curriculum Committee..... 10
 - Student Support Committee 11
 - MSW Admissions Committee 11
 - Five Content Committees 11
 - Community Advisory Board 11
 - Administrative Team Committee..... 12
 - Director of the School of Social Work..... 12
 - MSW Program Director..... 12
 - BSW Program Director 12
 - Director of Field Education 13
 - Director of MSW Student Services..... 13
 - Director of BSW Student Services..... 13
 - Organization of the School..... 13
 - Curriculum Development in the School..... 14
- PART III: The Master of Social Work Program..... 14
 - MSW Degree Requirements 15
 - The MSW Curriculum 15
 - Diversity across the Curriculum 15
 - Areas of Specialized Practice 16
 - Child & Family Practice 16
 - School Social Work..... 16
 - Social Work Licensure 16
 - The Generalist Curriculum 16

The Specialist Curriculum.....	17
Selecting a Plan of Study.....	17
Full Program Plan of Study.....	17
Advanced Standing Program Plan of Study	18
Post MSW School Social Work Graduate Certificate	19
Field Education.....	19
Generalist Practicum.....	19
Specialist Practicum	19
Integration of Research and Practice.....	19
Advising.....	19
Financial Assistance	20
The Haerr Endowed Scholarship.....	20
Graduate Tuition Waiver.....	20
Additional Scholarship Resources	20
Part IV: Policies and Procedures	21
Changes in Registration	21
Registration.....	21
Withdrawal from a Course.....	21
Withdrawal from the University	21
Leave of Absence	21
Credit toward the MSW	21
Transfer Credits.....	21
Elective Courses	22
Life Experience/Previous Work Experience	22
Commitment to the Profession	22
Evaluation of Professional Performance.....	22
Professional Licensure	23
Evaluation of Academic Performance.....	23
Academic Good Standing.....	23
Academic Probation.....	23
Academic Policies.....	23
Academic Integrity	24

Accommodations	24
Code of Student Conduct.....	24
Disciplinary and Grievance Procedures	24
Grievance Policy.....	24
Student Support Committee.....	25
Resolution Plan	32
Graduation	39
Requirements.....	39
Degree/Certificate Audit.....	39
Commencement.....	39
Related ISU Policies.....	39
Confidentiality of Student Records	39
Non-Discrimination/Equal Opportunity.....	39
Important Miscellaneous Information.....	40
Emergency Alerts	40
Rachel Cooper Building Hours.....	40
Your Contact Information	40
Retaining Course Syllabi.....	40
PART V: Technology Resources.....	41
Technology on Campus.....	41
ReggieNet.....	41
Communication in the School of Social Work.....	41
University Labs (uLabs)	41
Off-Campus Connectivity	41
Technical Alerts.....	41
PART VI: Campus and Community Resources.....	42
Barnes and Noble Bookstore	42
Bone Student Center.....	42
Campus Recreation	42
Career Services.....	42
Child Care Center	43
Dean of Students.....	43

Financial Aid	43
Graduate School.....	43
Health Promotion and Wellness	43
International Studies and Programs	44
Julia N. Visor Academic Center	44
Milner Library.....	44
Multicultural Center.....	45
Office of Equal Opportunity and Access (OEOA)	45
Parking and Transportation	45
PATH Crisis Center	45
Redbird Identification Card.....	46
Redbird Ride.....	46
Registrar.....	46
School Street Food Pantry	47
Student Access and Accommodation Services (SAAS).....	47
Student Accounts	47
Students' Attorney	47
Student Counseling Services.....	48
Student Health Insurance	48
Student Health Services	48
University Police.....	49
Places of Worship.....	49
PART VII: Opportunities for Participation	49
Faculty Evaluation	49
Faculty Hiring	49
Practicum Placement and Evaluation	49
Social Work Community Advisory Board	49
Graduate Council	50
College of Arts and Sciences College Council.....	50
College of Arts and Sciences Curriculum Committee	50

PART I: Illinois State University

Illinois State University was built on the land of multiple native nations. These lands were the traditional birthright of Indigenous people who were forcibly removed and have faced centuries of struggle for survival and identity in the wake of dispossession and displacement. We would like to acknowledge that our campus sits on the lands that were once home to the Illini, Peoria and the Myaamia, and later due to colonial encroachment and displacement to the Fox, Potawatomi, Sauk, Shawnee, Winnebago, Ioway, Mascouten, Piankashaw, Wea, and Kickapoo Nations. We also express honor to those Indigenous people who we may have excluded in this acknowledgement due to erasure and historical inaccuracy.

Illinois State University (ISU) was founded in 1857 as the first public institution of higher learning in Illinois with documents drafted by Abraham Lincoln. The University's original mandate was the preparation of teachers to meet the state's educational needs. Today, ISU is a comprehensive institution with a much broader mission. It now provides degree programs at the bachelor's, master's, and doctoral levels which address the needs of many additional Illinois constituencies.

Academic programs and courses are offered in thirty-five academic departments that are organized into six colleges. Over 20,000 students have a full range of study options in business, liberal arts, science, fine arts, education, applied science, technology, and pre-professional fields.

Located in the twin-city community of Bloomington-Normal, which has a population of approximately 100,000, the University is centrally located between Chicago and St. Louis. Students from 45 states and 60 countries are enrolled.

The tree-shaded campus of Illinois State University, covering 850 acres in Normal, has varying architecture, ranging from the castle-like appearance of Cook Hall to the modern lines of the 28-story twin Watterson Towers residence halls, the Science Laboratory Building, and The State Farm Hall of Business. Major classroom buildings are centrally located and are surrounded by the library and recreational, social, and residence structures. Most facilities are accessible to individuals with disabilities.

PART II: The School of Social Work

History of the School

The first social work faculty at ISU were hired in 1968 by the Department of Sociology and Anthropology as part of the continuing national movement toward social work professionalization. In 1970, the Board of Regents recommended that ISU develop an undergraduate social work program to meet the growing need for entry level professionals. In 1976, the social work major was implemented, and new faculty positions added, bringing the total number of social work faculty to six.

The undergraduate social work program continued to grow within the Department of Sociology, Anthropology, and Social Work, and soon became the largest in the state at that time. In 1979,

additional tenure lines were created, and faculty hired. In 1980, the undergraduate social work program received its initial accreditation from the Council on Social Work Education (CSWE), retroactive to 1979. We have been continuously accredited since that time. In 1992, the social work program became independent of Sociology and Anthropology and became the Department of Social Work.

In 1998, the Illinois Board of Higher Education approved our proposal for a Master of Social Work degree program at Illinois State University. In August 2000, the first class of MSW degree candidates began their graduate study at ISU. In September 2000, the Department of Social Work became the Illinois State University School of Social Work. In 2002, the first ISU MSW students received their degrees and in 2003, the MSW program received initial accreditation from CSWE.

The School of Social Work is committed to high standards of scholarship; community, school, and University service; and teaching. We take great pride in the quality, diversity, and experience of our faculty. Several of our faculty members are recognized nationally and internationally as leaders in their areas of expertise. Many publish books and articles in professional journals and present papers at professional meetings and conferences. Some serve on the editorial boards of major journals. Others hold positions on the boards of professional and academic associations and councils. Many serve as consultants to local, state, and national agencies and are involved in professional and community service apart from their teaching, academic service, and scholarly work.

Mission of the MSW Program

The mission of the MSW Program is to further social and economic justice, progressive social change, human dignity, and personal freedom in a pluralistic, globalized society undergoing rapid technological and social change. To this end, the School strives to provide leadership in graduate and continuing education, applied research, and both academic and community service with support from public and private partnerships.

The MSW Program seeks to advance the mission of the University and the social work profession in general, through education for excellence in MSW generalist practice, and MSW specialist practice in child and family and school social work specializations. We advance the mission of the University and the social work profession, with a particular commitment to outreach to the disenfranchised, the vulnerable and the poor.

Increasing the diversity of the profession and our School is central to our mission. We actively seek to admit and support the success of students from diverse backgrounds who will become leaders in our complex multicultural society. The Illinois State University School of Social Work Anti-Racism Committee was created in response to concerns about racism, anti-blackness, and other forms of marginalization against Black, Indigenous, People of Color (BIPOC) in society, on our campus, and within our School. Events such as the Anti-Black student rally have prompted this initiative towards a more inclusive campus. The Anti-Racism Committee builds on a core social work competency of engaging diversity and difference in practice. The Anti-Racism Committee builds on the School of Social Work mission to further social and economic justice, progressive social change, human dignity, and personal freedom in a pluralistic society

undergoing rapid technological and social change.

The Anti-Racism Committee's mission is to act persistently and impatiently, to defy racism, anti-Blackness, and systems of oppression in our community. Our mission is to work toward equity, justice, and belonging. We will act collaboratively, working with students, faculty, staff, alumni, University, and community members to train, educate, and empower individuals to dismantle patterns of racism and injustice. We will act strategically to identify and challenge systems that perpetuate racism, while building systems that support equity. The Anti-Racism Committee will help our students, faculty, and staff learn and thrive in racially equitable, liberating, and empowering educational spaces. We will bring awareness about approaches to eradicating racism, anti-Blackness, and systems of oppression at Illinois State University, in Bloomington-Normal, and beyond. The School of Social Work will collaborate with leaders and organizations to bring social change, human dignity, and personal freedom to all.

Philosophy of the School

We believe that all faculty, administration, staff, and students must share a common and well-articulated view of the future of the school and that it is the responsibility of all to work toward this vision. A core component of this vision is academic freedom.

We believe that the school must be committed to excellence in research, teaching, and service to the community, and that it is the task of all faculty, students, and administrators to continually refine the measures of effectiveness of our research, teaching, and service.

We believe that the role of the faculty is to teach, to expand the boundaries of research, and to apply knowledge through community service to local, national, and international problems and issues in a manner that is consistent with the School's vision.

We believe that the role of administration is to lead the school in defining and setting up management structures that address the School's needs and to acquire and manage the resources necessary to move toward accomplishing the School's goals.

We believe in participatory decision-making; that is, all faculty, administration, and students have the right to participate and the responsibility to seek and promote informed participation in school decisions. Input from students and the practice community will be sought on specific matters.

We believe in open communication.

We believe faculty and administration should be accountable and that performance should be linked with the reward systems of the University.

We believe that departmental decisions should be debated and formed within the framework of the governance structure.

We believe that faculty members should be given adequate resources to conduct research and promote their professional development.

Governance of the School

The School of Social Work is housed within the College of Arts and Sciences (CAS). The CAS is one of six colleges whose dean reports to the Vice President for Academic Affairs and Provost, who in turn reports to the President. Our school is one of sixteen free-standing units within the CAS whose heads report directly to the dean of the college.

Our school has a clear administrative structure and a complementary committee structure to carry out the operations of the School and manage our educational programs. The School's organizational chart and the curriculum development chart make clear the centrality of the School Committee of the Whole in all school decisions. Democratic governance is the hallmark of our school. As the organizational charts below show, except for the School Faculty Status Committee (SFSC) and the School Appeals Committee, which report directly to the College Faculty Status Committee (CFSC) and the University Appeals Committee respectively, all faculty with administrative assignments and all subcommittees are directly or indirectly accountable to the School Committee of the Whole and to the Director of the School of Social Work. All decisions of moment are reviewed by the School Committee of the Whole that is composed of all faculty and staff, chaired by our school director, and advised by our Community Advisory Board.

The composition of our school's committees also demonstrates our commitment to shared governance. The membership of the committees and the reporting structure not only guarantees the opportunity for full participation by all constituencies but provides a clear avenue of renewal for curriculum and policy development. Our standing committees are described below. Ad hoc committees are formed as needed.

School Committee of the Whole

The School Committee of the Whole acts on the recommendations from its individual members, its subcommittees, the Director of the School, and the Community Advisory Board. All faculty, academic professionals, and civil service employees are voting members. Membership includes:

- Director of the School of Social Work (chair)
- All tenured and tenure-track faculty
- Director of Field Education
- Director of BSW Student Services
- Director of MSW Student Services
- Office Managers

Curriculum Committee

The Curriculum Committee oversees the pedagogical content, methods, and quality of the BSW and MSW degree programs, and continuing education programs offered by our school. It is responsible for ensuring that all courses and their associated syllabi and course outlines adhere to school and CSWE policy. It reviews all curriculum changes including programmatic changes and new course proposals and makes recommendations to the Director of the School and the School Committee. All faculty and academic professionals are voting members. Membership includes:

- BSW and MSW Program Directors (co-chairs)

- Director of the School of Social Work
- Chairs of the five sequence committees
- Director of BSW Student Services
- Director of MSW Student Services

Student Support Committee

The Student Support Committee hears student appeals and grievances, disposition concerns, and practicum improvement plan (PIP) issues. Each committee meeting/process will be chaired by the relevant Program Director or by the Director of Field Education, if the issue is a PIP.

Membership includes:

- MSW Program Director
- BSW Program Director
- Director of Field Education
- Director of BSW Student Services
- Director of MSW Student Services
- Director of School of Social Work

MSW Admissions Committee

The MSW Admissions Committee reviews applications to the MSW program and makes admissions recommendations to the Graduate School. The committee also reviews admissions policies and procedures and recommends changes to the Director of the School of Social Work and the School Committee. Membership includes:

- Director of MSW Student Services (chair)
- MSW Program Director
- BSW Program Director
- Director of Field Education
- Director of the School of Social Work

Five Content Committees

The content committees are the first line of oversight and innovation in the five foundational components of our social work education programs: policy, human behavior in the social environment, practice, research, and field education. The committees monitor the content, teaching strategies, and texts used in sequence courses, and have primary responsibility for ensuring that courses are differentiated and jointly constitute an educational progression across both BSW and MSW programs. The content committees forward recommendations to the Curriculum Committee. Membership includes:

- One tenured or tenure-track faculty member to serve as chair (exception of Field Sequence, as the Director of Field Education will serve as chair)
- Faculty currently teaching in the sequence

Community Advisory Board

The Community Advisory Board serves in an advisory and advocacy capacity to our school. The members are nominated by faculty and appointed by the Director of the School of Social Work

for two-year terms on a rotating basis. Members represent a cross section of social work and community interests. One BSW and one MSW student will be appointed by the Director of the School of Social Work for a one-year term. The board meets once each semester and at the request of the School to provide input on projected innovations or current issues as they arise.

Administrative Team Committee

The Administrative Team Committee assists and supports the Director of the School of Social Work in the management of the School. The Committee points out issues or concerns, suggests policies and procedures, shares information, and develops and reviews the agendas for department meetings. Membership includes:

- Director of the School of Social Work (chair)
- MSW and BSW Program Directors
- Director of Field Education
- Director of BSW Student Services
- Director of MSW Student Services
- Office Managers

Director of the School of Social Work

The Director of the School of Social Work is responsible for the overall maintenance and development of the school. The Director is responsible for short and long-term planning, resource development, and external affairs. The Director is the fiscal officer of the school and works closely with the MSW Program Director, the BSW Program Director, the Director of Field Education, the Director of BSW Student Services, the Director of MSW Student Services, the Director of the Center for Adoption Studies, Office Managers, and the Community Advisory Board.

MSW Program Director

The MSW Program Director is responsible for the maintenance and further development of the MSW program and for ensuring compliance with the CSWE accreditation standards. The MSW Program Director works closely with the Director of the School of Social Work, the Director of Field Education, the Director of MSW Student Services, and the sequence committee chairs. The MSW Program Director collaborates with the Director of MSW Student Services to assist with resolving MSW students' educational concerns.

BSW Program Director

The BSW Program Director is responsible for the maintenance and further development of the BSW program and for ensuring compliance with CSWE accreditation standards. The BSW Program Director works closely with the Director of the School of Social Work, the Director of Field Education, the Director of BSW Student Services, and the sequence committee chairs. The BSW Program Director collaborates with the Director of BSW Student Services to assist with resolving baccalaureate students' educational concerns.

Director of Field Education

The Director of Field Education is responsible for maintenance and further development of the field curriculum for both the BSW and the MSW programs. In this capacity, the Director of Field Education recruits, develops, assigns, and oversees agency placements; designs and administrates continuing education for agency-based field instructors; and orients and mentors instructors who are teaching field courses. The Director of Field Education works closely with the Director of the School of Social Work, the Director of BSW Student Services, the Director of MSW Student Services, and faculty teaching the field curriculum, and is responsible for resolving students' concerns related to field education.

Director of MSW Student Services

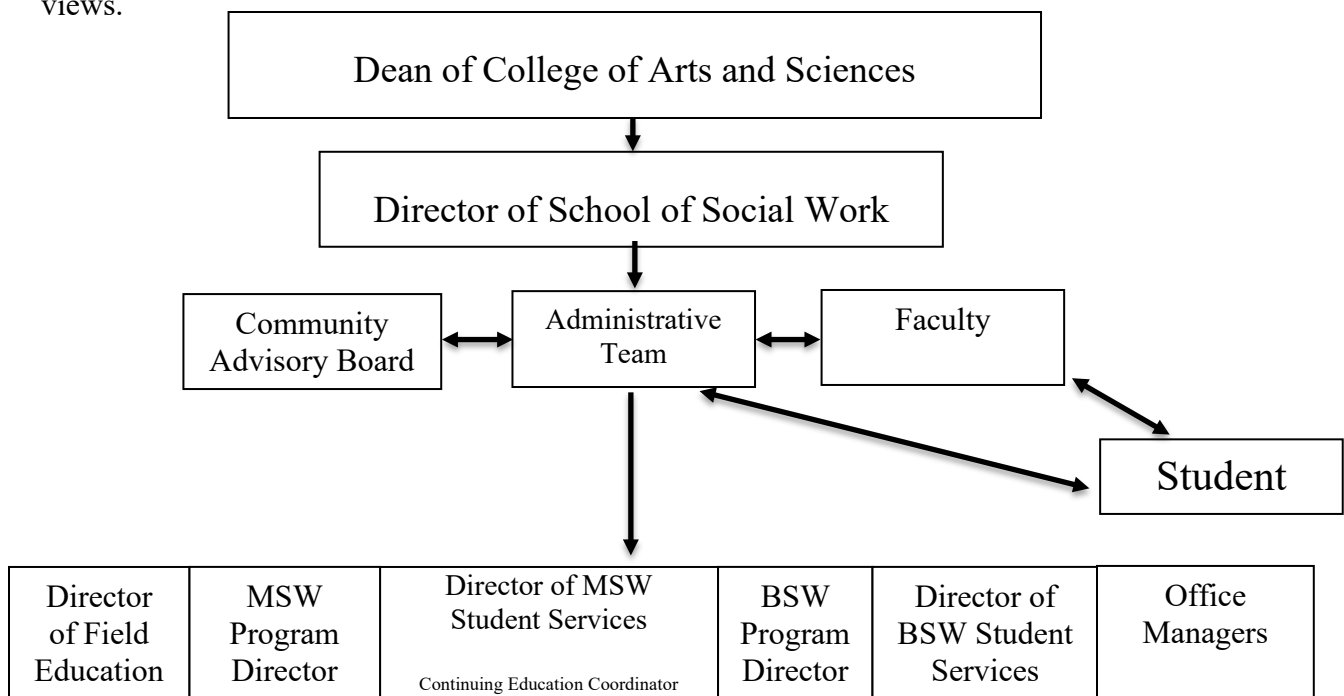
The Director of MSW Student Services is responsible for recruiting, admitting, and advising all students in the MSW program. The Director of MSW Student Services works closely with the Director of the School of Social Work, the MSW Program Director, the Director of Field Education, the Graduate School, the Office of the Registrar, and faculty to support student success.

Director of BSW Student Services

The Director of BSW Student Services is responsible for recruiting, admitting, and advising all students in the BSW program. The Director of BSW Student Services works closely with the Director of the School of Social Work, the BSW Program Director, the Director of Field Education, the Office of Admissions, the Office of the Registrar, and faculty to support student success.

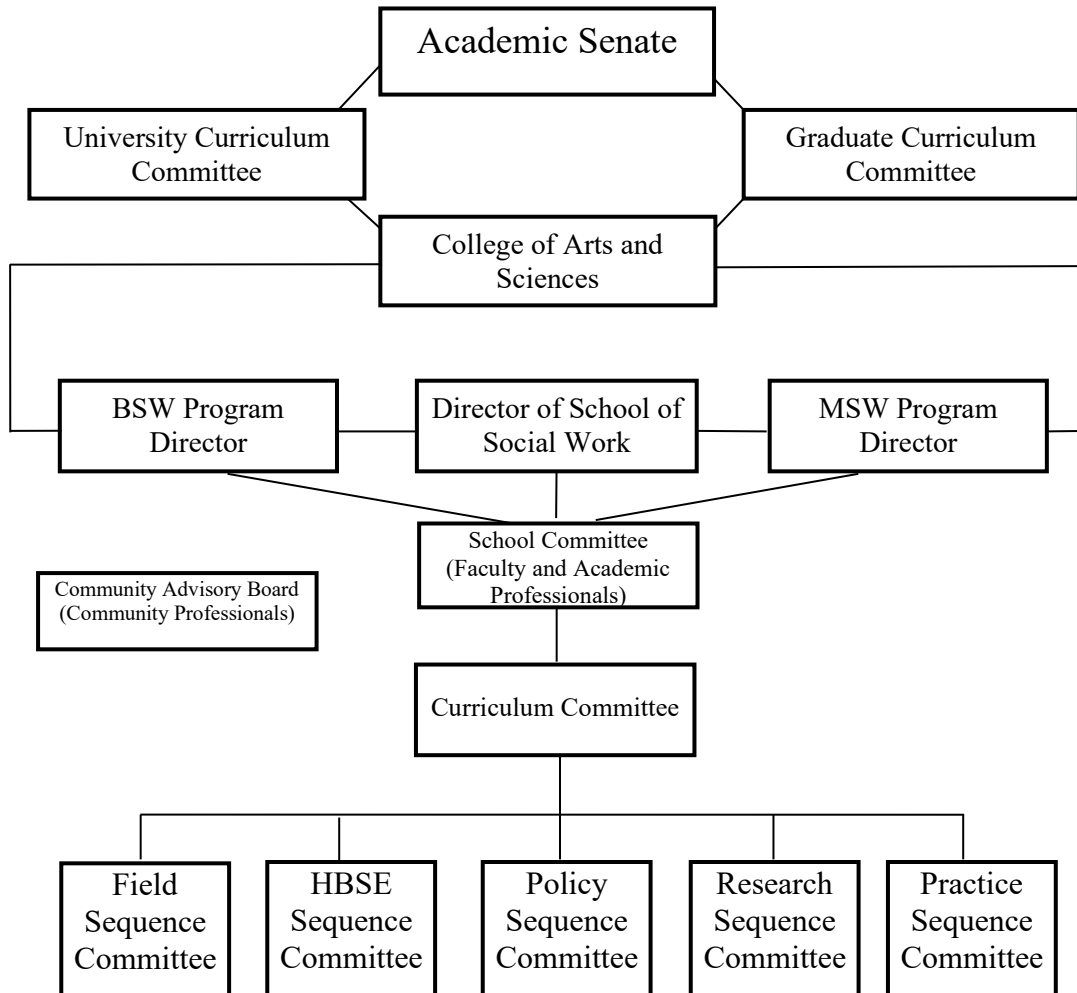
Organization of the School

The organizational chart for the School of Social Work identifies key positions and shows the paths of communication and decision-making within the school. Feedback and ideas from all constituents of the School of Social Work are valued, and there are several places to share these views.



Curriculum Development in the School

The School of Social Work is committed to developing and sustaining excellence in its educational programs. The chart below depicts the structure for development and oversight of MSW and BSW curricula, courses, and course syllabi.



PART III: The Master of Social Work Program

The MSW program at Illinois State University is a direct response to identified social needs and trends in Illinois. As a result, the purpose of the MSW program is to prepare advanced practitioners to serve in a variety of practice settings.

The MSW program prepares students for leadership in the profession and for advanced social work practice. The program offers two areas of specialized practice, Child and Family Practice and School Social Work. The coursework within each specialization is relevant to the problems faced by professional social work staff who provide a range of services to families, children, and in school settings. We also offer a Post MSW School Social Work graduate certificate for

students who already have a MSW but want to obtain the necessary credentials to practice as a school social worker.

MSW Degree Requirements

The MSW program consists of 60 semester hours of classroom study and field education. Students with a BSW from a CSWE-accredited program within 8 years are eligible for 30 hours of advanced standing credit, thus reducing the degree requirement to 30 semester hours.

The first 30 semester hours are the core courses that comprise the generalist curriculum. The subsequent 30 semester hours comprise the specialist curriculum and prepare students for advanced practice. Although the school values life experience, academic credit cannot be granted for non-academic activity. The requirements for the MSW degree are:

- A minimum of 60 semester hours beyond the baccalaureate degree acquired through coursework, or a combination of coursework and advanced standing.
- Satisfactory performance, including a minimum GPA of 3.0 on a 4.0 scale and a grade of C or better in all required courses, except field-related courses, which require a grade of B or better or Credit, if graded on a Credit/No Credit scale.
- Satisfactory completion of 30 semester hours of generalist courses achieved through coursework or through advanced standing, including 4 credits of Generalist Practicum and 2 credits of Generalist Practicum Seminar.
- Satisfactory completion of 30 semester hours of specialized courses, including 6 credits of Specialist Practicum, 2 Credits of Specialist Practicum Seminar, and 3-6 hours of electives.
- Satisfactory completion of the exit requirement, an applied research project.
- Completion of all degree requirements within six calendar years from the date the student first registers as an MSW degree candidate.

The MSW Curriculum

The MSW program is founded in an analytic, critical approach to practice. The program emphasizes forms of practice that intervene to change the relationships among people and between people and their institutions. This focus requires an understanding of the dynamics of human development and change; skills for working with individuals, families, small groups, communities, and organizations; research-based evaluation of the efficacy of practice modalities; and conscious attention to potential ethnocentric bias in human behavior and practice theory, and practice and research protocols. It requires critical review of social policies including analysis of their differential effects on members of different classes, genders, races, ethnicities, and other cultural groups. Lastly, it requires skills in increasing the responsiveness of social service organizations.

Diversity across the Curriculum

The School of Social Work is committed to educating students for culturally humble practice in our pluralist society. To this end, all courses in the MSW curriculum include content that sensitizes students to, and develops appreciation of, human diversity. Course content addresses theory and research concerning the causes and consequences of oppression and discrimination; the experience and responses of people who have lived it; and practice strategies and skills for intervention at different systems levels. Certain courses analyze discriminatory personal and

institutional behavior, and the functioning of social, cultural, and economic institutions in enhancing diversity or promoting discrimination. Other courses require active investigation of one's own cultural orientation and world views, develop commitment to anti-discriminatory social work, and teach skills for cultural awareness in practice.

The School is also committed to proactive efforts toward social justice and service to marginalized and disenfranchised individuals. All courses in the MSW curriculum include content on vulnerable and oppressed groups.

Areas of Specialized Practice

Child & Family Practice

The Child & Family Practice specialization focuses on four of the key social problems affecting society: mental illness, family violence, poverty, and substance use. Students who choose the Child & Family Practice specialization will engage in a curriculum grounded in evidence-based practices to serve children, adults, and families in a variety of practice settings.

School Social Work

The School Social Work specialization will prepare you to work collaboratively with students, families, teachers, and school administrators to meet the social, emotional, and behavioral needs of students in the K-12 school setting. The School Social Work specialization will prepare you to obtain a Professional Educator's License (PEL) with a School Social Work endorsement, the credential required by the Illinois State Board of Education to obtain employment as a school social worker.

Social Work Content Exam Requirement

Illinois State Board of Education requires all students pursuing the School Social Work specialization to pass the Illinois social work content exam to be eligible for the Professional Educator's License with a School Social Work endorsement. The content exam must be passed by the end of the fall semester during your specialist practicum placement to be eligible to advance into the spring semester of your specialist practicum placement. A copy of your passing score must be submitted to the Director of MSW Student Services **and** your official score must be sent to ISU directly from ILTS. Information on studying and registering for the exam may be found [here](#).

Social Work Licensure

Both the Child & Family Practice and the School Social Work specializations may be paths toward social work licensure (LSW and LCSW). For additional information on licensure, consult the [Illinois Department of Financial and Professional Regulation](#).

The Generalist Curriculum

The generalist curriculum offers a generalist practice perspective, a comprehensive view of the field, and socialization into the profession. The generalist curriculum employs systems theory as a central framework for understanding human behavior and the societal structures affecting clients. The systemic framework is enhanced by relevant theory in each of the five fundamental elements of the curriculum: human behavior, policy, practice, research, and field sequences.

You will develop knowledge and skills across the continuum of social work in university-based courses and the agency-based generalist practicum as you confront the complex realities and ethical dilemmas of the profession. You acquire competencies applicable across social work fields of practice, and at different systems levels, and learn a range of professional roles for problem solving and planned change with diverse clients. The eclectic theory base informing practice models and the skills, which are the application of theory, are taught in both classroom and field courses.

Upon completion of the generalist curriculum, you will have achieved entry level proficiency for professional generalist social work practice. You will have fundamental knowledge and skills for assessment and case planning, linking clients to resources, and coordinating social services for clients in need.

The Specialist Curriculum

The specialist curriculum prepares you for specialized practice by providing a sequenced curriculum for the integration of generalist and specialist social work knowledge, values, and skills. The curriculum emphasizes critical thinking, conceptually based practice founded on research, and conscious, selective application of knowledge and skills. Students are expected to become conversant and remain current with the professional literature in a specialization and to demonstrate mastery of specific content in their specialization practica and research projects. The specialist curriculum courses focus on social problems and people at risk, social service delivery systems, critical analysis of social policy, specialized intervention, cultural awareness, case and program evaluation research, the ethical and legal contexts of the profession, and critical evaluation of one's practice. The specialist curriculum requires mastery of theory and models in all five curriculum sequences, critical analytic skills, differential assessment and intervention skills, and evaluation research skills.

Upon completion of the specialist curriculum, you will have acquired the knowledge and skills for effective specialized professional practice. As an advanced practitioner, you will be prepared to serve clients and the profession through clinical services, supervision, program administration, research, and leadership in public service.

Selecting a Plan of Study

To assist you in making decisions about your plan of study in our MSW program, the following review of program requirements is offered. The Full Program requires successful completion of 60 semester hours of graduate coursework, including three semesters of field practicum placements. The Advanced Standing program requires a BSW degree from a CSWE accredited program within 8 years and successful completion of 30 semester hours of graduate coursework, including two semesters of field practicum placement.

Full Program Plan of Study

The Full Program is for students who have an undergraduate degree in a discipline other than social work or who have a BSW more than 8 years old. The Child & Family Practice specialization can be completed in 2, 3, or 4 years. The School Social Work specialization can be completed in 3 or 4 years. When considering which plan of study is best for you, it is essential to consider all your responsibilities, including family and employment, as well as the required

practica hours. The academic workload and performance standards for graduate study are demanding. The plan of study selected is a significant variable in allowing you to perform at your potential and to take full advantage of your education. The following information may assist you in selecting a plan of study:

- The 2-year Child & Family Practice plan of study requires 5 consecutive semesters of coursework, including 1 summer semester. Each semester will include 12-15 credit hours.
- The 3-year Child & Family Practice plan of study requires 7 semesters of coursework, including 1 summer semester. Each semester will include 6-15 credit hours.
- The 3-year School Social Work plan of study requires 8 consecutive semesters of coursework, including 2 summer semesters. Each semester will include 6-15 credit hours.
- The 4-year Child & Family Practice plan of study requires 9 semesters of coursework, including 1 summer semester. Each semester will include 3-9 credit hours.
- The 4-year School Social Work plan of study requires 10 semesters of coursework, including 2 summer semesters. Each semester will include 3-9 credit hours.
- The Generalist Practicum requires a minimum of 400 hours over 12 weeks during a summer semester, averaging 33-35 hours per week, in conjunction with one concurrent course, the Generalist Practicum Seminar, which is taught in-person.
- The Specialist Practicum requires a minimum of 700 hours over two consecutive semesters (fall and spring; 16 weeks each semesters), averaging 22-25 hours per week, in conjunction with concurrent Specialist Practicum Seminar and Practice Evaluation (research) courses, which are taught in-person each semester.

**At ISU, 9 semester hours is considered full-time enrollment. Registration may not exceed 15 hours per semester.*

Advanced Standing Program Plan of Study

The Advanced Standing program is available to students who have completed a BSW from a CSWE accredited program within 8 years. When considering which plan of study is best for you, it is essential to consider all your responsibilities, including family and employment, as well as the required practica hours. The academic workload and performance standards for graduate study are demanding. The plan of study selected is a significant variable in allowing you to perform at your potential and to take full advantage of your education. The following information may assist you in selecting a plan of study:

- The 1-year Child & Family Practice plan of study requires 2 consecutive semesters of coursework. Each semester will include 15 credit hours.
- The 2-year Child & Family Practice plan of study requires 4 semesters of coursework. Each semester will include 6-9 credit hours.
- The 2-year School Social Work plan of study requires 5 consecutive semesters, including 1 summer. Each semester includes 3-9 credit hours. (The School Social Work specialization is not available as a one-year option for Advanced Standing students.)
- The Specialist Practicum requires a minimum of 700 hours over two consecutive semesters (fall and spring; 16 weeks each semesters), averaging 22-25 hours per week, in conjunction with concurrent Specialist Practicum Seminar and Practice Evaluation (research) courses, which are taught in-person each semester.

**At ISU, 9 semester hours is considered full-time enrollment. Registration may not exceed 15 hours per semester.*

Post MSW School Social Work Graduate Certificate

The Post MSW School Social Work Graduate Certificate is available to students who have completed a MSW degree from a CSWE accredited program and wish to pursue a specialization in School Social Work. The graduate certificate is 17 credit hours over 5 consecutive semesters, including one summer, and requires the completion of a 700-hour practicum placement over two consecutive semesters (fall and spring; 16 weeks each semester), averaging 22-25 hours per week, in conjunction with a concurrent Specialist Practicum Seminar course, which is taught in-person each semester.

Field Education

Field education is the signature pedagogy of social work education. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting.

Generalist Practicum

The Generalist Practicum focuses on the development of general practice competencies in an agency-based setting. The Generalist Practicum requires a minimum of 400 hours over 12 weeks during a summer semester, averaging 33-35 hours per week, in conjunction with one concurrent course, the Generalist Practicum Seminar, which is taught in-person.

Specialist Practicum

The Specialist Practicum builds competence for specialist practice with children and families or within local education agencies. The Specialist Practicum requires a minimum of 700 hours over two consecutive semesters (fall and spring; 16 weeks each semesters), averaging 22-25 hours per week, in conjunction with concurrent Specialist Practicum Seminar and Practice Evaluation (research) courses, which are taught in-person each semester.

Students who are interested in completing their practicum in their place of employment are required to perform a different social work function, under instruction from a different supervisor, usually in a different unit within the agency, and submit an approved practicum plan of study. (*Please refer to [MSW Field Manual](#)*).

Integration of Research and Practice

All students will complete a specialist practicum during the final year of the program over two semesters (fall and spring; 16 weeks each semester). You will conduct a research project and written report that constitute the exit requirement for the MSW program.

Advising

The Director of MSW Student Services is responsible for all academic advising for the MSW program except for practicum planning and placement, which is done with the Director of Field Education. However, students are encouraged to seek faculty advisement in matters related to their educational programs and professional development.

All students new to the program are required to meet with the Director of MSW Student Services to develop an initial *Plan of Study* to meet program requirements. The plan will specify the courses to be taken during each semester of the student's program. Students also are encouraged

to schedule subsequent appointments to update their plans of study. All changes in plan and/or registration require the approval of the Director of MSW Student Services. Requests for changes from 2-year, 3-year, or 4-year plans of study will be accommodated based on availability of the program option.

The Director of MSW Student Services will assist with course selection, but it is the responsibility of the student to complete registration in keeping with the approved plan of study and University deadlines. Degree candidates are expected to know and understand the MSW requirements, as well as the Graduate School graduation requirements.

Financial Assistance

You have several possible sources of [financial assistance](#) available to you: graduate assistantships, tuition waivers, scholarships, federal student loans, and on and off campus employment. At ISU, a significant proportion of graduate students receive tuition waivers through assistantships.

The Director of MSW Student Services is available to assist you with exploring funding options. All students are required to follow the procedures established by the University's Financial Aid Office and the federal government. At ISU, all financial aid is coordinated through the Financial Aid Office located in 101 Hovey Hall, (309) 438-2231.

The Haerr Endowed Scholarship

Wilma and Donald Haerr have established an endowed scholarship at Illinois State University for nontraditional students in social work who wish to become professional social workers serving children and families. The scholarship is awarded annually by the School of Social Work. To learn more about the Haerr Endowed Scholarship, visit the School of Social Work [Scholarships and Waivers](#) page.

Graduate Tuition Waiver

Department tuition waivers are awarded on a competitive basis to students who are enrolled in graduate level social work courses and who show promise for success. You may not be receiving tuition waivers through a graduate assistantship to be eligible to apply for a departmental tuition waiver. Tuition waivers cover partial tuition only; department tuition waivers do not cover full tuition. Students are responsible for paying required fees. To learn more about Graduate Tuition Waivers, visit the School of Social Work [Scholarships and Waivers](#) page.

Additional Scholarship Resources

You may be eligible for additional scholarships through the College of Arts and Sciences. To learn more about the available scholarships, visit the College of Arts and Sciences [Scholarships & Aid Opportunities](#) page.

Part IV: Policies and Procedures

Changes in Registration

Registration

To maintain enrollment in the program and university, you must be enrolled in courses each semester. If you do not register for courses for three consecutive semesters, including summer, you will be automatically dropped from the program and the university, and must reapply to both if you wish to return.

It is your responsibility to follow all registration procedures. Registration is done through My.IllinoisState.edu. The Director of MSW Student Services may assist with problem-solving related to registration but cannot register you for or withdraw you from courses.

Withdrawal from a Course

If you wish to drop a course, you may withdraw from the course during the allotted period without the withdrawal showing on your transcript (consult the [Academic Calendar](#) for specific dates). After the 10th day of class, a grade of “WX” will show on your transcript and rate adjustments will not be provided. A grade of “F” will be given if you fail to follow the procedure or register and do not complete the course requirements.

Withdrawal from the University

If an exceptional circumstance has arisen that requires you to withdraw from the university, please connect with the Director of MSW Student Services. The [withdrawal checklist](#) may assist you to ensure all necessary steps have been taken.

Leave of Absence

If health or other unique reasons make it difficult for you to successfully continue attending Illinois State University, you may request a leave of absence for up to six (6) consecutive terms (Fall, Spring, Summer). Requesting the leave of absence will allow you to retain your place in the University and program for the length of time approved. If granted a leave of absence, you will not be required to reapply to the University and will retain your admission to the program in which you were enrolled during the last term prior to the start of your leave of absence. During a leave of absence, you may have changes to your plan of study (due to changes in departmental policy or the curriculum), tuition rates, financial aid, scholarships, or time to degree. A leave of absence does not extend the time limits for degree completion. Please refer to [Policy 2.1.5 Student Leave of Absence](#).

Credit toward the MSW

Transfer Credits

Graduate students may submit course work taken at another college or university that is accredited by the appropriate regional accrediting association for [transfer credit](#). The coursework submitted may not have been taken as part of a completed degree program elsewhere. All courses will be considered individually.

To be considered for transfer credit, a course must have been taught at the graduate level and a

grade of “B” or better must have been received. Credits more than six years old at the time of first registration into the MSW program are not transferrable from other institutions.

A maximum of twelve semester hours of graduate transfer credit may be counted toward the MSW degree at ISU. Under special circumstances, the Graduate School may allow a student to present a larger number of credits for consideration.

Students are expected to provide the School of Social Work with the following information on each course you wish to have evaluated for transfer credit:

- The ISU MSW course for which transfer credit is requested.
- A graduate program bulletin from the school where the course was taken.
- A course syllabus with course number, title, description of course, required reading, and assignments.
- An official transcript showing a grade of “B” or better.

A student wishing to transfer social work courses must have taken the courses through a program accredited by the Council on Social Work Education (CSWE). Courses transferring for elective credits are not required to come from a CSWE program; however, they must be from a university accredited by the appropriate regional accrediting association.

If you plan to take coursework elsewhere, you should obtain prior approval indicating that the course or courses are appropriate to the MSW program. Correspondence courses are not accepted toward a master’s degree at ISU.

Elective Courses

Several [elective graduate courses](#) are offered within the School of Social Work. In addition, courses offered by other departments within the University may be taken to fulfill the elective requirement in the MSW program. Not every course is offered each semester and enrollment in courses outside the School of Social Work is subject to approval from the offering department. For courses requiring an override, you must submit the request through My.IllinoisState.edu. Override requests can only be approved through the offering department.

Elective courses must be connected to your degree. If you wish to take an elective that is not on the approved list, contact the Director of MSW Student Services to discuss prior approval. If you choose to take an elective that is not on the approved list and do not receive prior approval, you may not receive credit toward your degree for the elective course.

Life Experience/Previous Work Experience

Academic credit for life experience and/or previous work experience is not given, in whole or in part, in lieu of any social work course.

Commitment to the Profession

Evaluation of Professional Performance

The School of Social Work is committed to providing graduate education that prepares its graduates for competent and ethical advanced professional practice. The School is responsible

for evaluating and screening students for goodness of fit in the profession. In addition to meeting the academic and conduct standards of the University, social work students must subscribe to the values and standards of the social work profession as stated in the [National Association of Social Workers Code of Ethics](#).

The School reserves the right to enforce professional standards of practice as specified in the [Illinois Clinical Social Work and Social Work Practice Act](#) and the [National Association of Social Workers Code of Ethics](#). These standards may be taken into consideration in program retention decisions, including termination from the program. You have the right to appeal these decisions.

Professional Licensure

The School of Social Work encourages students to seek professional licensure. In Illinois, you may be eligible for the Licensed Social Worker (LSW) credential upon completion of the MSW degree. You may be eligible for the Licensed Clinical Social Worker (LCSW) credential upon completion of the MSW degree and 3000 hours of supervised clinical professional experience. Additional information on licensure in Illinois can be found through the [Illinois Department of Financial and Professional Regulation](#). The School of Social Work makes every effort to offer a licensure review course annually that will assist you in preparing for the LCSW exam.

Evaluation of Academic Performance

Academic Good Standing

You must remain in good academic standing during the entire enrollment in graduate studies at the University. Good standing includes maintaining a minimum 3.0 graduate cumulative and program GPA, satisfying any program-specific requirements for good standing, and making satisfactory progress toward degree completion. Students who fail to meet this requirement will either be placed on academic probation or dismissed from the MSW program.

Program-specific requirements include a grade of C or better in all required social work courses, except field-related courses, which require a grade of B or better or Credit, if graded on a Credit/No Credit scale.

Students who are not in good academic standing are ineligible to move forward in the program, including field practicum. To be eligible for practicum placement or graduation, “incomplete” grades must be resolved.

Academic Probation

A student may be placed on probation for no more than three consecutive enrollment terms, at the discretion of the School of Social Work. A student who fails to return to good standing after each term will be considered for dismissal or placed on another term of probation. You must be in good academic standing to be admitted to candidacy for a degree, as well as to graduate. Graduate students may not hold a graduate assistantship after one term of probation if you are not in good standing.

Academic Policies

Academic policies and procedures are available through the [Graduate Catalog](#). Information

specific to policies and procedures in the School of Social Work are outlined in this *Handbook* and the [MSW Field Manual](#). It is your responsibility to be familiar with academic policies.

Academic Integrity

Students are expected to be honest in all academic work. A student's attachment of your name on any academic exercise shall be regarded as assurance that the work is the result of your own thought, effort, and study. Academic dishonesty will be reported to and investigated through [Student Conduct and Community Responsibilities](#).

Accommodations

Any student needing to arrange a reasonable accommodation should contact [Student Access and Accommodation Services \(SAAS\)](#). Students are encouraged to contact SAAS prior to the start of each semester to ensure that available accommodations are in place. SAAS is located at 350 Fell Hall and can be reached at (309) 438-5853 or AbleISU@IllinoisState.edu.

Code of Student Conduct

Students are expected to know and abide by the [Code of Student Conduct](#).

Disciplinary and Grievance Procedures

Grievance Policy

The School of Social Work endorses Illinois State University's [Complaint Resolution Process](#). Student-initiated complaints and school-initiated reviews are usually resolved informally, through discussions with an instructor, field supervisor or faculty liaison, or through contact with their Director of MSW Student Services, Director of Field Education or MSW Program Director. Complaints and reviews may also be resolved in formal processes. A student who is not satisfied by the School's Conflict Resolution process is encouraged to contact University supports that may include:

- [Office of Student Conduct and Community Responsibilities \(SCCR\)](#) unit of the Dean of Students Office, at 309-438-8621 or SCCRHelp@ilstu.edu, for incidents involving student conduct. Students may also access:
 - Support for [Conflict Resolution](#) with a peer
 - [Code of Student Conduct](#)
- [Student Access and Accommodation Services \(SAAS\)](#) unit of the Division of Student Affairs, for incidents related to accommodations
- [Office of Equal Opportunity and Access \(OEOA\)](#) for incidents involving harassment or discrimination, and the [Inclusive Community Response Team \(ICRT\)](#) for incidents involving hate or bias

School of Social Work faculty or staff may consult with [SCCR](#) staff in determining whether student conduct requires a referral for suspected violation of the [Code of Student Conduct](#); consult with [SAAS](#) for understanding appropriate accommodations; consult with [OEOA](#) in response to suspected harassment or discrimination, or with [ICRT](#) for suspected incidents of hate or bias.

Student Support Committee

Members of the School of Social Work Student Support Committee may be involved in informal conflict resolution. The Committee will convene in response to an instructor's formal Resolution Plan Request.

The Committee hears student appeals and grievances, disposition concerns, and practicum improvement plan (PIP) issues. Each committee meeting/process will be chaired by the relevant Program Coordinator/Director or by the Director of Field Education if the issue is a PIP.

Membership includes:

1. The MSW Program Director
2. The BSW Program Director
3. Director of Field Education
4. Director of BSW Student Services
5. Director of MSW Student Services
6. Director of School of Social Work

Following are processes for resolving:

- I. **Student-Initiated Complaint** (*not harassment or discrimination)
*Harassment or Discrimination: Any complaint of harassment or discrimination will be referred directly to [Office of Equal Opportunity and Access \(OEOA\)](#).
- II. **Student-Initiated Final Grade Complaint**
- III. **School-Initiated Course or Practicum Review** – 3 Levels
- IV. **Academic Integrity Review**
- V. **Academic Good Standing Review**

Illinois State University employees are responsible employees, meaning employees have an obligation to report suspected sexual harassment to the ISU Office of Equal Opportunity and Access (OEOA) via an incident report or direct contact. The exception to this policy is if the employee is a student's counselor through Student Counseling Services. If the harassment or discrimination is related to a protected class, OEOA's role is to provide support and resources. A student is not required to initiate a complaint.

I. Student-Initiated Complaints

*Informal Complaint (*not harassment or discrimination)*

Course-Related Student Complaint Resolution

Students will communicate directly with their instructor for course-related complaints. If direct communication does not resolve the complaint, the student may contact their program's Director of Student Services (DSS)[†] for additional support.

[†]*If Instructor is also the DSS, student may contact their Program Director with the complaint.*

[°]*The School will honor Student request not to meet with an instructor against whom they have a complaint.*

Practicum-Related Student Complaint Resolution

Students are encouraged to communicate directly with their field supervisor for practicum-related complaints. A student may contact their faculty liaison, who will meet with them to discuss the complaint within 5 school days. The faculty liaison and student will work together to resolve the complaint. They may involve other parties in addressing the complaint, including the field supervisor and Director of Field Education.

A tool in the problem-solving process for field placement conflicts is a Practicum Improvement Plan (PIP) (See Field Manual). The student may initiate a PIP and the faculty liaison may help the student complete the form. The faculty liaison will notify the field supervisor and Director of Field Education of a student-initiated PIP, and all parties will meet within 5 school days of a student's PIP initiation. The PIP will include dates by when the complaint will be resolved, including a follow-up meeting no more than 20 school days from development of the PIP. Participants in developing the PIP will sign and indicate whether they agree with its provisions. At the follow-up meeting, the Director of Field Education will determine whether the practicum placement will continue. The field supervisor and student will update the learning contract as needed. See [BSW Field Manual](#) or [MSW Field Manual](#) for PIP forms and further information.

Formal Student Complaint Resolution (*not harassment or discrimination)

If the complaint is not resolved informally, the student and/or DSS may refer the complaint to the Director of the School of Social Work. If the practicum complaint is not resolved informally, the student and/or Director of Field Education may refer the complaint to the Director of the School of Social Work.

A student may send a letter to the Director of the School of Social Work no later than 10 business days after the start of the academic semester following the semester for which the grade was received. Director shall forward a copy of the challenge to the instructor, who has 10 business days to provide a written response that the Director shall forward to the student. Director will review submissions and issue a written decision to both parties within 10 business days.

When these means fail, a student has a right to appeal to the [Associate Dean for Academic Affairs](#) for the College of Arts and Sciences.

To protect rights under the process, students and instructors have a right to appeal in writing to the [Student Conduct and Community Responsibilities](#) division of the [Dean of Students Office](#) soon as possible.

II. Student Initiated Final Course Grade Complaint

A summary of procedural details for challenges to a final course grade follows. Full details are available in the University Provost's website, including Final Course Grade Challenge Policy, Final Course Grade Challenge Procedures and Final Grade Challenge Forms.

A student may challenge a final course grade if the student has a reasonable belief the grade was assigned in an arbitrary or capricious manner and is unable to resolve his or her concerns with

the faculty member who assigned the grade. Before filing a challenge under this policy, the student must discuss his or her concerns with the faculty member and make every effort to resolve the situation. Faculty members must carefully consider the student's concerns and make a reasonable effort to resolve the issues raised by the student. Student and Instructor have a right to appeal in writing to the Office of the Provost in 5 business days. The Provost's office will review recommendation and render a final decision.

III. School-Initiated Reviews

Informal Review

Level 1

Instructors are encouraged to communicate directly with their student to review a concern about grades, professional ethics, behavior, and/or professional competencies. The instructor is encouraged to use the course syllabus, rubrics, or the NASW Code of Ethics, to communicate any concern.

Field supervisors are encouraged to communicate directly with their student and the faculty liaison to review a concern about practicum-related professional ethics, behavior, and/or professional competencies. The field supervisor and faculty liaison are encouraged to use the learning contract or the NASW Code of Ethics to communicate any concern. A tool in the problem-solving process for field placement conflicts is a Practicum Improvement Plan (PIP) (see Field Manual). A faculty liaison may use the PIP form to support communication, without initiating a Level 2 Review.

If the review is not satisfied through direct communication, the instructor or faculty liaison may initiate a Level 2 Review.

Level 2

Course-Related

An instructor may contact the student's Director of Student Services (DSS)+ for support, which may include a meeting with the DSS and student. The DSS and instructor may also notify the Director of Field Education, Program Director, and/or Director of the School of Social Work, of an instructor's concern, which may include a meeting with the student.

+If Instructor is also the DSS, the parallel program's DSS will serve as a proxy student advocate. If Instructor is also the Program Director, the parallel program's PD will chair any meetings.

Practicum-related

A faculty liaison may request a review with the Director of Field Education, who may meet with the field supervisor, faculty liaison and student to provide suggestions. The faculty liaison or field supervisor may initiate a PIP. The faculty liaison will notify the Director of Field Education of any school-initiated PIP. All parties will meet within 5 school days of when the PIP was initiated. The PIP will include dates by when improvements will occur, and the date for a follow-up meeting to discuss progress made toward outcomes, no more than 20 school days from the date initiated. The PIP will be signed by student, faculty liaison, field supervisor and Director of Field Education, with each indicating whether they agree with the PIP's conditions. If the agreed improvements occur, the practicum placement will continue. The field supervisor and student will update the learning contract as needed. If not, Director of Field Education will forward the

concern to the Program Director for a Level 3 Resolution Plan. See the [BSW Field Manual](#) or [MSW Field Manual](#) for PIP forms and further information.

Formal Review (Level 3): Resolution Plan

If a concern is not resolved through an informal review, the instructor or Director of Field Education may begin documentation in the Resolution Plan (Appendix A) and forward it to the student's Program Director⁺ to initiate a formal review.

⁺If Instructor is also the DSS, the parallel program's DSS will serve as a proxy student advocate. If Instructor is also the Program Director, the parallel program's PD will chair any meetings.

1. The student may send a written response to the Chair. The Chair will forward any student response to the instructor and to the Committee.
2. The Committee will review the Resolution Plan (Appendix A) and documented efforts to resolve concerns about a student's grades, professional ethics, behavior, or professional competencies, including any PIP documentation.
3. The Committee will meet with the instructor and student, at which time committee members, instructor and student may ask clarifying questions and give verbal or written suggestions for resolving the complaint. The student may bring a non-participating supportive representative to the meeting. If the review is related to field, a field supervisor may be asked to attend the meeting.
4. The Student Support Committee and instructor will meet in closed session to create consensus recommendations about requirements, benchmarks the student will meet, and further supports that may be implemented.
5. The meeting will reconvene with the student to discuss recommendations, benchmarks and possible supports. Following the meeting:
6. The Chair will complete the Resolution Plan with a report detailing student requirements and benchmarks as agreed in the meeting, and further supports the School will implement as agreed in the meeting and forward a copy to the student within 5 school days.
7. The Chair will collect signatures from all participants, with each indicating whether they agree with provisions of the Resolution Plan and forward a copy to the DSS to keep in the student file. The DSS will follow up on student progress until the Resolution Plan is completed.
8. The Chair will schedule a Resolution Review Meeting with all parties including Student in no more than 20 school days, but no more than one week after the start of the following academic semester.
9. At the Resolution Review Meeting, the Committee will determine a resolution about the student's grades, professional ethics, behavior, or professional competencies. The resolution may be:
10. Resolved
11. Partially resolved and needing further review (making this a second Review conference rather than a Final conference)
12. Unresolved and warranting consideration of dismissal from the program.
 - a. If the Committee's review determines the concern warrants dismissal from the program, the Director of the School of Social Work will notify the student in writing that they are being considered for dismissal with the concerns outlined,

within 5 school days of the Committee's determination. (See Academic Good Standing section, following.)

13. Following the Resolution Review Meeting:
14. Within 5 school days, the Chair will complete a report of the final resolution, and forward a copy to the student, Committee, and other participants
15. Within 5 school days of circulating the final resolution, the Chair will collect signatures from all participants, with each indicating whether they agree with the resolution. The Chair will forward a copy to the DSS for the student file.
16. The DSS or their proxy will remain available for student support.

IV. Academic Integrity

A student may be dismissed from the University and from the School of Social Work for academic dishonesty. Charges of dishonesty are referred through the Student Conduct and Community Responsibilities ([SCCR](#)) unit in the Dean of Students.

If an instructor determines that an academic integrity concern was the result of a misunderstanding about proper procedures or course instructions, the instructor has discretion to negotiate a resolution with the student. Instructors must adhere to the grade penalty policy noted in their course syllabus or develop grade penalties consistent with the nature of the offense.

An instructor will use the [academic integrity eReferral form](#) to report an academic integrity concern. The Dean of Students Office provides procedures detailed at [Academic Integrity](#) and outlined below. While instructors retain the right to determine grade penalty, students receiving a grade penalty for alleged academic dishonesty violations without adherence to the following procedures may file a grievance with the Provost Office.

1. If the student acknowledges academic dishonesty and the instructor is satisfied that the incident has been resolved, the instructor will discuss the grade penalty to be applied and/or the reparation required of the student.
 - a. The instructor will forward a written summary of the incident and the resolution to SCCR
 - b. An SCCR staff member will conduct a Case Management Conference with the student to determine if a disciplinary resolution can be reached. This resolution must meet with the approval of the student, the referring faculty member, and staff.
 - c. If resolution cannot be reached through Case Management, the case will be referred to a formal hearing body.
2. If the student denies the allegation of academic dishonesty or the faculty member believes the severity of the infraction may warrant a suspension or dismissal from the institution:
 - a. The instructor will forward a written summary of the incident and the resolution to SCCR
 - b. An SCCR staff member will conduct a Case Management Conference with the student to determine if a disciplinary resolution can be reached. This resolution must meet with the approval of the student, the referring faculty member, and staff.
 - c. If resolution cannot be reached through Case Management, the case will be referred to a formal hearing body.

- d. In the event of a hearing, the instructor will be provided the same basic due process rights as a Complainant party.
- e. No grade penalty shall be assigned by the instructor until the formal hearing body determines that an act of academic dishonesty has occurred. If the allegation cannot be resolved prior to the end of the current semester, a grade of "Incomplete" shall be assigned pending the outcome of the hearing.
- f. The instructor will be notified of the outcome of the disciplinary case in order to assign grade penalties for violations.

Academic Good Standing

MSW Program

University Requirements

To maintain academic good standing with the Graduate School, an MSW student must maintain a minimum 3.0/4.0 graduate cumulative and program GPA. A student must satisfy any program-specific requirements for good standing and make satisfactory progress to degree (see MSW program-specific requirements section below). Students who fail to meet GPA and program-specific requirements will either be dismissed from graduate studies or placed on academic probation by the Graduate School.

The Graduate School notifies the School of Social Work if a student is placed on probation (see [Terms of Probation](#)). The School of Social Work will provide benchmarks which the student must meet while on probation; benchmarks will be reviewed at the end of each semester or as appropriate. A student who fails to meet the benchmarks or fails to return to good standing by the end of the probationary period may be dismissed from the School of Social Work. A student must be in good academic standing to be admitted to candidacy for a degree or to graduate. See [Graduate School Policies and Procedures](#) for more information.

MSW Program-Specific Requirements

The GPA of 3.0/4.0 includes a letter grade of C or better in all required social work classes. It includes a letter grade of B or better in all field practicum courses. Any Incomplete grade or Resolution Plan must be completed/resolved prior to entering the practicum, and prior to proceeding to the second semester of practicum. See the [MSW Field Manual](#) for more information about the field practicum.

Program Dismissal

The student will be notified in writing from the Director of the School of Social Work that they are being considered for dismissal with the concerns outlined. The student has 5 business days to request a meeting with the Student Support Committee to present their case and supplemental information to support a decision against dismissal. If the student does not respond and a meeting is not held, the Director proceeds with processing the dismissal from the MSW program. The dismissal is final, and the student cannot return to the School of Social Work in the future.

If the student requests a meeting, the Director schedules a meeting with the student and the Committee. During the meeting, the student is given the opportunity to present their case and supplemental information to support a decision against dismissal. The student may bring a non-participating supportive representative of their choice to the meeting. Following the meeting, the

Committee will make a recommendation regarding the dismissal. If the recommendation for dismissal is upheld, the student will be notified that they will be dismissed from the MSW program. If the dismissal is not upheld, the student will be allowed to continue in the program with a Resolution Plan (Appendix A) in place. The student and the Committee will develop the Resolution Plan together and a follow up meeting will occur within 5 school days.

If the dismissal is upheld and the student wishes to appeal, they must appeal in writing to the Dean of the College of Arts and Sciences within 5 business days from the date of the dismissal letter. The written appeal letter should clearly outline the reason for the appeal, the facts and circumstances leading to the dismissal, and a written plan with benchmarks to continue successfully in the program. Upon receipt of the appeal, the College Dean or designee will notify the School Director/Department Chair that issued the dismissal, Graduate Program Coordinator, registrar's office, and Director of the Graduate School. The student, graduate program coordinator, and/or any other individuals that may be of assistance in the review of the appeal can be interviewed or asked to provide further written information. The intention of this step in the process is to be thorough, but timely with a response. The student will maintain course enrollment until a decision on appeal is reached. After considering all available information, the Dean will provide a written response to the student on the decision of the appeal. If the dismissal is upheld, the student will be dropped from enrolled courses and become inactive. If the dismissal is overturned, the student will remain in the program and any required benchmarks for continued enrollment will be communicated in writing. The decision of the Dean is final and there is no further appeal level. If the dismissal is upheld, the student will be notified they will be dismissed from the MSW program. If the dismissal is not upheld, the student will be allowed to continue in the program with a Resolution Plan in place. The Dean, the student, and the Student Support Committee will develop the Resolution Plan together and a follow up meeting will occur within 5 school days of the date of the appeal notice letter submitted by the student.

Resolution Plan

Level 3 Formal Review Process

As social workers and teachers of social work students, it is our aim for students to become ethical professionals who act in accordance with National Association of Social Work Code of Ethics and Illinois Clinical Social Work and Social Work Practice Act. A social work instructor, field supervisor or faculty liaison with concerns about a student's grades, professional ethics, behavior, or professional competencies, is encouraged to initiate informal review processes with the student. If an informal review does not result in improved grades, professional ethics, behavior, or professional competencies, an instructor (course-related), or a faculty liaison or Director of Field Education (practicum-related) may forward a Resolution Plan Request to the student's Program Director⁺ who will chair the Resolution Plan and the Final Resolution Plan meetings.

⁺If Instructor is the student's Program Director, the parallel program's PD will serve as proxy Chair for this Level 3 Review. If Instructor is the Director of Student Services, the parallel program's DSS will serve as a proxy student advocate.

The completed Resolution Plan Request will include:

- Area(s) of Concern about observable behavior, highlighted from list provided (p. 4).
- Resolution Attempts History with dates and participants of any informal review, with relevant documentation appended including any Practicum Improvement Plan (PIP)
- Resolution Plan Focus with a description and timeline of the concern

The Chair will forward the Resolution Plan Request to the student, the Student Support Committee including the Director of Field Education, and to the Director of the School of Social Work. The Chair will notify the student they may send a written response, which the Chair will forward to all participants. The Chair will notify the student they may bring a supportive person to the meeting, who will not be a meeting participant.

The Chair will schedule a Resolution Plan Meeting and notify each participant of the time and place. Participants will develop a Resolution Plan the Chair will document and forward to all participants. Participants will sign Resolution Plan, indicating agreement or disagreement. Participants will reconvene within 20 school days to determine whether the concern is (a) resolved, (b) partially resolved (repeat Resolution Plan Meeting process), or (c) unresolved and warranting consideration of dismissal from the program.

A student who is not satisfied by the School's Conflict Resolution processes is encouraged to contact University supports that may include:

- [Office of Student Conduct and Community Responsibilities \(SCCR\)](#) unit of the Dean of Students Office, at 309-438-8621 or SCCRHelp@ilstu.edu, for incidents involving student conduct. Students may also access:
 - Support for [Conflict Resolution](#) with a peer
 - [Code of Student Conduct](#)
- [Student Access and Accommodation Services \(SAAS\)](#) unit of the Division of Student Affairs, for incidents related to accommodations

- [Office of Equal Opportunity and Access \(OEOA\)](#) for incidents involving harassment or discrimination, and the [Inclusive Community Response Team \(ICRT\)](#) for incidents involving hate or bias

Resolution Plan Meeting

1. Participants including the student may ask clarifying questions and give verbal or written suggestions for resolving the complaint.
2. The Student Support Committee, instructor, and Director of School of Social Work may meet in closed session to create consensus recommendations about student requirements, benchmarks, and supports the School or University will implement.
3. The student will return to the meeting to hear the Student Support Committee's consensus recommendations and will have opportunity to respond with clarifying questions and additional suggestions the Committee will consider.
4. The Chair will summarize consensus requirements, benchmarks and supports, and schedule a Resolution Final Review for no more than 20 school days thence, but no more than one week after the start of the following academic semester.
5. Following the meeting:
 - a. Within 5 school days the Chair will forward a written Resolution Plan detailing consensus requirements, benchmarks and supports to all participants.
 - b. Within 5 school days of forwarding the Resolution Plan, the Chair will collect signatures from all participants, each indicating whether they concur with the Plan's provisions. The Chair will forward a copy of the signed document to the DSS for the student file.
 - c. The DSS⁺ will follow student progress before the Resolution Final Review Meeting
 - d. At least 5 days prior to the Resolution Final Review Meeting, the Chair will remind and confirm the meeting time and place for all participants.

Final Resolution Meeting

1. The Committee, instructor and student will meet to determine whether requirements, benchmarks and supports are met, and the concern is:
 - a. Resolved
 - b. Partially resolved and needing further review (repeat Resolution Plan Meeting process)
 - c. Unresolved and warranting consideration of dismissal from the program.
If the Committee's review determines the concern warrants dismissal from the program, the Director of the School of Social Work will notify the student in writing that they are being considered for dismissal with the concerns outlined, within 5 school days of the Committee's determination. (See Academic Good Standing section, following.)
2. Following the meeting:
 - a. Within 5 school days the Chair will forward a copy of the Final Resolution Report to all participants.

- b. Within 5 school days of forwarding the Final Resolution Report, the Chair will collect signatures from all participants, with each indicating whether they agree with the resolution, and forward a copy to the DSS for the student file.

Note: Any Resolution Plan must be completed prior to a student entering the practicum and before applying for graduation.

For MSW School Social Work specialization students, the DSS notifies the College of Education Clinical Experiences and Certification Processes office of any unresolved disciplinary issues.

Resolution Plan Request

Student Name (please print)

Student UID

Areas of Concern

Instructor (course-related), or faculty liaison or Director of Field Education (practicum-related): Highlight the area(s) in which your student's observable behavior does not meet the definitions that follow.

Respect: The ability to honor, value, and demonstrate consideration and regard for oneself and others; can disagree with others in a respectful manner; can accept disagreement and discussion in a non-defensive manner.

Discrimination: The ability to not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical ability.

Honesty: The ability to uphold social work values and not participate, condone, or be associated with dishonesty, fraud, or deception. Including, but not limited to, academic dishonesty.

Dignity and Worth of the Person: The ability to treat each person in a caring and respectful fashion, mindful of individual difference and cultural and ethnic diversity. May also include: the ability to maintain appropriate boundaries; self-disclose appropriately.

Competence: The ability to continually strive to increase professional knowledge and skills and apply those skills both in the classroom and professional practice. May also include the ability remain appropriately engaged with one's surroundings.

Responsibility: The ability to take responsibility for one's own learning, come to class prepared to participate, act independently, and demonstrate accountability, reliability, and sound judgement. May also include the ability to accept and adapt to change.

Integrity: The ability to be continuously aware of the profession of social work's mission, values, ethical principles, and ethical standards and behave in a manner that is consistent with these principles in all areas of life.

Cultural Awareness: The ability to demonstrate an awareness of culture and its function in human behavior and society, recognizing the strengths that exist in all cultures, use that awareness to guide practice in personal and professional settings, act against oppression, racism, discrimination, and inequities.

Collaboration: The ability to work together, especially in a joint intellectual effort; asks for help appropriately; understands and demonstrates the ability to work professionally with student colleagues, faculty/staff members, other professionals, and clients in agency settings.

Resolution Plan Focus

Instructor (course-related), or faculty liaison or Director of Field Education (practicum-related): Describe the need for a Resolution Plan in behaviorally specific terms. Include dates of occurrence and frequency/severity when appropriate. Refer to details provided in an appended PIP or other relevant document.

Resolution History

Instructor (course-related), or faculty liaison or Director of Field Education (practicum-related): List dates and participants in any informal review. Append relevant documentation, including any PIP.

Level 1 Informal Review date(s) and participant(s):

_____	_____
(date)	(participant name(s) – please print)
_____	_____
(date)	(participant name(s) – please print)
_____	_____
(date)	(participant name(s) – please print)

Level 2 Informal Review date(s) and participant(s):

_____	_____
(date)	(participant name(s) – please print)
_____	_____
(date)	(participant name(s) – please print)
_____	_____
(date)	(participant name(s) – please print)

_____	_____
Instructor’s Signature	Date of Resolution Plan request

Report of the Resolution Plan Meeting

Date of meeting: _____

Requirements of the student

Benchmarks for noting student progress

Supports to be provided by the School or University

Report of the Final Resolution Plan Meeting

Date of meeting: _____

Requirements met:

Requirement not yet met:

Benchmark accomplished:

Benchmark not yet accomplished:

Support provided by the School or University:

Further support needed from the School or University:

Final Resolution (highlight one)

- a. Resolved
- b. Partially resolved and needing further review (repeat Resolution Plan Meeting process)
- c. Unresolved and warranting consideration of dismissal from the program

Participant Comments:

Student Comments:

Date	Participant Name (print)	Participant Signatures	Resolution	
			Agree	Disagree
____/____/20__		_____ (Student)		
____/____/20__		_____ (Instructor)		
____/____/20__		_____ (Program Director/Chair)		
____/____/20__		_____ (Director of Student Services)		
____/____/20__		_____ (Director of Field Education)		
____/____/20__		_____ (School of Social Work Director)		
____/____/20__		_____ (_____)		

Graduation

Requirements

The [Graduate Catalog](#) contains detailed information on requirements for degree completion. You must meet all requirements for your program. You must apply for graduation before the deadlines for each session as specified by the Graduate School. At the time application is made, the application fee must be paid. Applications for students who fail to meet degree completion requirements for a specific session are cancelled, and you must reapply for a later session at no additional cost. The application for degree completion is available through My.IllinoisState.edu. You **MUST** apply for graduation even if you are not planning to participate in commencement activities.

Degree/Certificate Audit

During the final semester of your program, you will complete a degree or certificate audit and submit to the Director of MSW Student Services. The degree/certificate audit can be found on [Graduate School](#) website.

Commencement

Degrees are conferred and diplomas awarded after the close of each semester and summer session. Commencement ceremonies, however, are held twice each year; at the end of each fall and spring semester. Participation is voluntary. Graduate students who complete degree requirements during the spring semester or at the close of the summer session participate in commencement exercises in May.

Related ISU Policies

Confidentiality of Student Records

The Family Educational Rights and Privacy Act of 1974 (FERPA) protects the privacy of your educational records. Student records cannot be released in other than emergency situations without the written consent of the student except in specific situations. One such specific situation exists when the information is classified as directory information. The University has designated the following categories of information as directory information: name, address, telephone number, date and place of birth, photographic image, major field of study, class, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance and course load status, candidacy for degree, degrees (including date awarded), and the most recent previous educational agency or institution attended by the student.

If you do not wish such information released without your consent, you should notify the [Office of the University Registrar](#) in writing prior to the first day of classes. In accord with the Family Educational Rights and Privacy Act of 1974 as amended, Illinois State University students have the right to review, inspect and challenge the accuracy of information kept in a cumulative file by the University unless the student waives this right in writing.

Non-Discrimination/Equal Opportunity

Illinois State University fosters a campus environment that recognizes individual and cultural differences and is strongly committed to the ethical and legal principle that each member of the

University community enjoys the constitutional right to free speech. The right of free expression and the open exchange of ideas stimulates debate, promotes creativity, and is essential to a rich learning environment. Any act of harassment and/or discrimination based on race, color, ancestry, national origin, religion, pregnancy, sexual orientation, order of protection, gender identity and expression, age, marital status, disability, genetic information, unfavorable military discharge, status as a veteran, or sex (including sexual harassment, sexual assault, domestic violence, dating violence, and stalking) is a violation of this policy and the law and will not be tolerated. The Illinois State University Office of Equal Opportunity and Access (OEOA) is responsible for ensuring the University's compliance with all applicable federal and state nondiscrimination requirements and serves as the institution's official liaison with governmental civil rights enforcement agencies. The director reports directly to the University President and is responsible for the development and execution of the University's Affirmative Action Plan. In addition, the OEOA provides leadership and support toward developing a comprehensive and institution-wide approach to achieving and sustaining a diverse and pluralistic community of students, faculty, and staff. Any violations of the Anti-Harassment, Non-Discrimination, or Sexual Harassment policy should be reported to the OEOA.

Important Miscellaneous Information

Emergency Alerts

ISU [Emergency Alert](#) is the University's emergency notification and warning system. An initial alert will be issued by the University Police Department following confirmation of a reported emergency and an assessment that there is an immediate threat to the University community. These alerts and subsequent updates will be posted on the [Illinois State website](#). Alerts are typically sent for the following emergencies: person with a weapon, shots fired, active shooter, armed robbery, bomb threat, hostage situation, explosion, major fire, tornado, earthquake, structural collapse, and hazardous materials incident. Other incident types may warrant an ISU Emergency Alert and will be judged on a case-by-case basis. You may register to receive Emergency Alerts to your cell phone through [My.IllinoisState.edu](#).

Rachel Cooper Building Hours

Access to the Rachel Cooper Building is limited during evening and weekend hours. The main entrance is the east entrance on University St, but you can also access Rachel Cooper through Fairchild Hall.

Your Contact Information

It is essential that you keep the University and the School of Social Work informed of your current name, local address, telephone number, and email address. Unless we have current information, you may not receive critical information. You may update your information on [My.IllinoisState.edu](#). It is strongly encouraged that you list a non-ISU email address on your contact information; however, all official university email correspondence will be done through the campus email system.

Retaining Course Syllabi

We strongly recommended that you maintain a file of all course descriptions and syllabi for the courses you take. Many state certification and licensing boards require that you supply such specific information to qualify for certain credentials. Course titles on official University

transcripts often do not adequately convey the specific content of the courses. The School of Social Work cannot guarantee that course syllabi from past classes will be available in the future. Therefore, it is important to maintain your own records.

PART V: Technology Resources

Technology on Campus

[Technology Solutions](#) provides information technology products and services for the administrative and business functions of Illinois State University. Through our Technology Support Center and our highly trained staff, Technology Solutions looks to improve the campus experience for all students, faculty, staff, and the rest of the campus community. Technology Solutions can assist you with resolving technology-related issues and may be able to provide support around obtaining access to personal computers.

[TechZone](#), in the Bone Student Center, can also assist with technology-related repairs and recommended computer standards.

ReggieNet

ReggieNet is the learning management system for Illinois State University students, faculty, and staff. ReggieNet is where you will likely find your course syllabi, submit assignments, and other course-related items. You will want to familiarize yourself with ReggieNet. ReggieNet can be accessed through My.IllinoisState.edu. All graduate students have access to the Graduate Student Resources ReggieNet page sponsored by the Graduate School.

Communication in the School of Social Work

Email is the primary means of communication to distribute important information about school programs, deadlines, events, and other communications. It is imperative that you check your ISU email on a regular basis.

University Labs (uLabs)

[uLabs](#) at Illinois State is comprised of five general-purpose computer labs around campus open to Illinois State University students. These labs are located in Milner Library, Julia N. Visor Center, Vrooman Center, Linkins Dining Center, and Watterson Towers. The labs are equipped with state-of-the-art computers, printers, and basic software, such as Microsoft Office.

Off-Campus Connectivity

Students, faculty, and staff must establish a [Virtual Private Connection \(VPN\)](#) with the campus network in order to access restricted, electronic resources at Illinois State University, such as network drives, Datastore, or certain iPeople functions.

Technical Alerts

[Technical Alerts](#) keep the University community informed of current viruses, phishing attempts, and malware as well as web, email, and other system planned and unplanned outages.

PART VI: Campus and Community Resources

The School of Social Work is committed to making your graduate education as meaningful and enjoyable as possible. Below is an alphabetical list of selected resources and supports that may help you during your time at ISU. This list is not exhaustive and there may be additional resources available to you on or around campus. If you need assistance locating a resource, contact the Director of MSW Student Services.

Barnes and Noble Bookstore

Bone Student Center
200 North University Street #174
(309) 452-0535

The Barnes and Noble Bookstore is located inside the Bone Student Center. Textbooks, ISU apparel, and gifts can be purchased from the bookstore.

Bone Student Center

200 N. University Street
Campus Box 2650

The Bone Student Center serves as the hub of student life at Illinois State University and as a landmark resource to the Bloomington-Normal community. With outstanding shows, great service, and a variety of meeting spaces, the campus and local community turn to the Bone Student Center for social, recreational, cultural, educational, and professional activities. With several dining options, the Bone Student Center is a great place to do homework, meet with classmates, or take a break between classes.

Campus Recreation

347 S. University Street
Suite 103
Campus Box 2781
(309) 438-3700

campusrecreation@ilstu.edu

Campus Recreation is a part of the Division of Student Affairs, with offices located in the Student Fitness Center, McCormick Hall, and the Redbird Adventure Center. Our mission is to enhance the quality of life of our unique members by educating and encouraging active participation in recreational opportunities that develop leadership skills, foster social interaction, and reinforce healthy behaviors. As a fee-paying student, you have free access to many of the services of Campus Recreation.

Career Services

185 Student Services Building
Campus Box 2520
(309) 438-2520

careercenter@illinoisstate.edu

Career Services assists all Illinois State University students with developing, evaluating, and implementing career decisions. Career Services can assist with updating your resume, preparing for an interview, or reviewing your LinkedIn account to ensure utmost professionalism.

Child Care Center

163 Turner Hall
Campus Box 5060
(309) 438-5026

The mission of the Illinois State University Child Care Center is to provide high quality, developmental childcare services in a safe, nurturing, and diverse learning environment for preschool children of ISU students, faculty, and staff, ages 3-5. The Center serves as a working illustration of early childhood best practices by collaborating with families, the University, and community, all while utilizing the best current research and practice within the early childhood profession.

Dean of Students

387 Student Services Building
Campus Box 3090
(309) 438-2008
deanofstudents@ilstu.edu

From your first day at Illinois State as a new student, to your walk across the stage at Commencement, the Dean of Students Office assists students throughout your collegiate journey. Through a variety of services, solutions, and support, the Dean of Students Office helps students apply what you learn in the classroom to real-life practice. Whether you are interested in joining or starting a registered student organization, participating in cultural learning experiences, or seeking to develop your leadership skills, the Dean of Students Office helps you find your way as you discover your passion at Illinois State. The Dean of Students Office also serves as a student support network by providing advocacy, problem resolution, and crisis intervention for those times when additional support is needed. Notary services are also offered for students, faculty, and staff.

Financial Aid

101 Hovey Hall
Campus Box 2320
(309) 438-2231
financialaid@illinoisstate.edu

The Financial Aid Office staff are available to answer questions regarding financial aid programs, as well as available loans, grants, and scholarships.

Graduate School

209 Hovey Hall
Campus Box 4040
(309) 438-2583
graduateschool@illinoisstate.edu

The Graduate School is the home to all graduate students at Illinois State regardless of the program you are pursuing. The Graduate School is a helpful resource as you navigate life as a graduate student at Illinois State University.

Health Promotion and Wellness

Student Fitness Center Complex

McCormick Hall 187
(309) 438-WELL (9355)
wellness@illinoisstate.edu

Health Promotion and Wellness serves as the campus resource for wellness and preventive health by leading health promotion action at Illinois State University. A mindful and engaged student body furthers a wellness-centered culture on campus.

International Studies and Programs

2nd Floor Fell Hall
Campus Box 6120
(309) 438-5276
internationalstudents@illinoisstate.edu

OISP coordinates a full range of international activities and services for domestic and international undergraduates, graduates, professors and researchers. We are proud that the mission and related goals of OISP contribute toward the internationalization and diversification goals of the University's Educating Illinois plan. Practically speaking, OISP manages numerous [International Linkages](#) across all continents so that hundreds of students, both international and domestic, may [study abroad](#) at Illinois State or around the world; partners with University departments to enhance mutual understanding across disciplines and cultures by hosting and exchanging Illinois State faculty and international researchers and professors; and provides [professional development](#) seminars in management for participants from developing government, nonprofit and private organizations.

Julia N. Visor Academic Center

12 Vrooman Center
Campus Box 4070
(309) 438-7100
VisorCenter@IllinoisState.edu

The Julia N. Visor Academic Center offers tutoring, workshops, and specialized programs to help you succeed. The Visor Center is located on the lower level of the Vrooman Center, between Manchester and Hewett Halls. Graduate level writing assistance is available through the Visor Center.

Milner Library

201 N. School Street
Campus Box 8900
(309) 438-3451 (Information desk)

Milner Library, located in the heart of campus, is an active partner in the teaching, learning, and research activities of Illinois State University. Milner Library is here to help. Vanette Schwartz is the librarian dedicated to the social sciences. Vanette is a wealth of knowledge and eager to help social work students. Reach out to Vanette for all your library and research related needs!

Schwartz, Vanette
Social Work Librarian
(309) 438-3486
vmschwa@ilstu.edu
Milner 416

Multicultural Center

225 Bone Student Center
Campus Box 5800
Phone: (309) 438-8968

TheMulticulturalCenter@IllinoisState.edu

The mission of the Multicultural Center is to facilitate critical programs, services, and scholarship that promotes antiracism, equity, and justice at Illinois State University. Programming will include campus-wide antiracism training, institutes, and conferences; identity-affirming programming; leadership; and community development for cultural identity groups.

Office of Equal Opportunity and Access (OEOA)

310 Hovey Hall
Campus Box 1280
(309) 438-3383

equalopportunity@illinoisstate.edu

Working under the supervision of the President of Illinois State University, the Office of Equal Opportunity and Access (OEOA) oversees and enforces the University's program to prevent, detect, and respond appropriately to violations of University policy and applicable state and federal laws related to anti-harassment and non-discrimination statutes. To accomplish these duties, the OEOA's primary areas of accountability include responsibility for internal investigations relating to allegations of violations of the Anti-Harassment and Non-Discrimination policy, oversight of ADA policies and procedures, coordination of University's affirmative action plan to integrate core values of diversity and equity into all aspects of recruitment, screening and selection of qualified job applicants, and advising on issues related to fostering an inclusive environment, and providing educational trainings and diversity resources to faculty, staff, students, administrators.

Parking and Transportation

709 N Main St
Campus Box 9250
(309) 438-8391 or
(309) 438-8631 University Police

The Office of Parking and Transportation regulates and enforces University parking and vehicle policies. It requires that all student vehicles, including motorcycles and mopeds, be registered through the Office of Parking and Transportation. All vehicles occupying University parking facilities, other than metered spaces, during the posted hours must display a valid and appropriate parking permit/decal. Permits are sold only by Parking and Transportation. The Office of Parking and Transportation expects you to know the regulations regarding vehicle registration, visitor parking, and temporary permits. The School of Social Work is not responsible for any fines that be accrued due to failure to abide by parking policies.

PATH Crisis Center

201 E. Grove Street
Bloomington, IL 61701
(309) 827-1022 or 888-865-9903
TXT211 (crisis text line)

info@pathcrisis.org

PATH (Providing Access to Help) is a well-established information, referral, and crisis services agency in Bloomington. It provides 24 hour, seven days a week crisis, information, and referral hotline services for people of all ages.

Redbird Identification Card

Bone Student Center
First Floor
Campus Box 1250
(309) 438-2273
idcard@ilstu.edu

Once you are enrolled at ISU, you should arrange to receive your ISU ID card from the Redbird Card office. This all-purpose card is used for identification, library checkout, vending, and admission to University buildings and events.

Redbird Ride

709 N. Main Street
Campus Box 9250
(309) 438-8391

The Redbird Express provides transportation around Illinois State University campus from 7:00 a.m. to 12:00 a.m. Sunday through Thursday, and from 7:00 a.m. to 3:00 a.m. on Friday and Saturday during fall and spring semester on all regularly scheduled class days. You must be at a designated Connect Transit bus-stop to board a bus. Drivers will not stop along the route to pick up passengers who are not at designated bus-stops. This service is free to all faculty, staff, and students of Illinois State University when they show their valid University ID card.

Registrar

102 Moulton Hall
Campus Box 2202
(309) 438-2188

registrar@illinoisstate.edu

The Office of the University Registrar supports the mission of Illinois State University by providing the management and oversight of the following processes:

- Publication of the Undergraduate and Graduate Catalogs
- Academic course and room scheduling including final exams and textbook reporting
- Registration as well as course and University withdrawal assistance
- Maintenance of students' Academic Records including: awarding of transfer and exam credit, awarding of degrees and certifications
- Verification of academic eligibility for Teacher Licensure and NCAA, enrollment status, and degree completion
- Administration of various entrance, placement, and credit exams
- Collection and reporting of grades
- Issuing transcripts & diplomas and assisting with Apostille documents
- Veteran & Military Services
- The Illinois Articulation Initiative website
- FERPA compliance

The office can also provide free notary services to Illinois State University faculty, staff, and students by appointment.

School Street Food Pantry

211 North School Street
Normal, IL 61761

schoolstreetfoodpantry@gmail.com

The School Street Food Pantry provides food and supplies to currently enrolled college and trade school students in the Bloomington-Normal, Illinois area who are experiencing food insecurity. The pantry is located inside Normal First United Methodist Church at 211 N. School St., Normal, IL. The church is immediately north of Milner Library which is on the Illinois State University campus. The pantry is open for distribution from 4-6 p.m. each Friday throughout the calendar year.

Student Access and Accommodation Services (SAAS)

350 Fell Hall
Campus Box 1290
(309) 438-5853

ableISU@illinoisstate.edu

[Illinois State University](#) provides a welcoming atmosphere for individuals with disabilities and/or medical/mental health conditions by assisting each in functioning independently within the University community and providing equal access and opportunity in accomplishing educational, professional, and personal goals. As a unit of the Student Affairs Division, Student Access and Accommodation Services is the designated office to provide approved accommodation services for students and guests with disabilities and/or medical/mental health conditions. Students who are pregnant, injured and/or need temporary accommodations, or are requesting religious accommodations should contact our office for assistance.

Student Access and Accommodation Services obtains and maintains documentation of disability and/or medical/mental health condition, certifies eligibility for services, determines reasonable accommodations, and develops plans for providing such accommodations. This is accomplished in a confidential manner to ensure equal opportunity for participation in all courses, programs, and activities offered by Illinois State.

Student Accounts

605 W. Dry Grove
Campus Box 1210
(309) 438-5643

stuaccts@ilstu.edu

The Student Accounts Office, a unit within the Office of the Comptroller, is responsible for the student billing statements. The office will answer any questions you may have about your billing statement, payments received, or the charges you are assessed.

Students' Attorney

387 Student Services Building
Campus Box 3090

(309) 438-2008

At Illinois State, our main goal is to help students receive a quality education. Unfortunately, legal situations may arise during a student's career that can cause distraction from this primary focus. Students' Attorney provides students with the legal information and guidance they need to help resolve their concerns and focus on what's most important - their education.

Students' Attorney provides students with the following:

- Expert advice from a licensed attorney to provide help with filing claims, managing settlements, and accessing legal resources
- Free consultations that provide input, answer questions, and help to facilitate the legal process
- Help with identifying the most appropriate legal representation

Student Counseling Services

320 Student Services Building

Campus Box 2420

(306) 438-3655

Student Counseling Services seeks to provide a safe, welcoming, and affirming environment for all students. We also seek to foster a diverse campus community of safety, inclusiveness, and respect. We therefore commit ourselves to creating an environment based on our values that allow our diverse student body to access care, receive high quality services and take positive pathways to mental health. You have FREE access to Student Counseling Services as a fee-paying student.

Student Health Insurance

226 Student Services Building

Campus Box 2540

(309) 438-2515

Student Health Insurance enrollment is automatic with registration of 9 or more credit hours in the fall and spring, and with 6 or more pre-registered credit hours in the summer. Students assessed only Outreach Fees are NOT assessed* Student Health Insurance. If you wish to cancel student health insurance, you may be able to if you have other comparable health insurance. You would complete an online cancellation form and may be required to provide proof of other coverage (copy of insurance card) each semester prior to the 15th calendar day of the fall and spring semesters and the 8th calendar day of the summer semester. This online process can be done for up to one school year at a time. Please review the [Keep or Cancel](#) page before making this important decision, the online cancellation form is at the bottom of the Keep or Cancel page.

Student Health Services

226 Student Services Building

Campus Box 2540

(309) 438-8655

shsquestions@ilstu.edu

All students who register for one or more hours and [are assessed the Health Fee](#) are eligible to use all the services of the on-campus clinic. The outpatient [medical services](#) provided are comparable to those offered by most physician clinics. The clinic is [accredited](#) by the Accreditation Association for Ambulatory Health Care, Inc. and fulfills the necessary state and

federal requirements. The clinic is [staffed](#) by licensed personnel (e.g. physicians, advanced practice nurses, pharmacists).

University Police

105 Nelson Smith Building
Campus Box 9240
438-8631 (voice)
438-8266 (TDD)
ISUPolice@illinoisstate.edu

ISUPD believes consistent law enforcement is only one piece of a safe campus community, so we also strive to educate our community to give them the knowledge and tools they need to be partners in campus safety.

Places of Worship

Bloomington-Normal has several places of worship for students who are interested in participating in a faith community.

PART VII: Opportunities for Participation

The School of Social Work recognizes that our students have much to offer to the University and to the continued development of our programs. MSW students have the right and responsibility to participate in university and school governance through committee work.

Faculty Evaluation

All students enrolled at Illinois State University have regular and repeated opportunities to evaluate their instructors. At the end of each course, students are given standardized faculty evaluation forms to complete and the opportunity for a written critique of the class. The evaluations are confidential. The deidentified results are given to faculty to use in strengthening their teaching. The evaluations become part of each faculty member's annual review as well as reviews for tenure and promotion.

Faculty Hiring

Students have the opportunity to meet both formally and informally with candidates being considered for faculty positions, and to contribute their points of view to hiring decisions. Students may be invited to serve on search committees for hiring.

Practicum Placement and Evaluation

MSW students work with the Director of Field Education to select and negotiate field practica that meet their educational and career objectives. Student evaluation of the success of their placements is essential to the strength and continued development of the field education component of our MSW program.

Social Work Community Advisory Board

The Community Advisory Board serves in an advisory and advocacy capacity to our School. The members are nominated by the faculty for two-year terms on a rotating basis. Members represent a cross section of social work and community interests. Additionally, a masters and a bachelors

level student sit on the board. The board meets two times a year, at the end of each semester. The board also meets at the request of our School to provide input on projected innovations or current issues as they arise.

Graduate Council

The Graduate Council is the representative body of the graduate faculty. Council members deliberate and set policy on all matters of graduate education and advise the Director of the Graduate School and the Associate Vice President for Graduate Studies and Research. Each council member sits on one of three standing committees: membership and student development, curriculum, or research and creative activity. Members are elected by the graduate faculty or appointed by the Graduate School. Two graduate students serve on the Graduate Council.

College of Arts and Sciences College Council

The College Council shall create such standing and special committees as it deems useful to the exercise of its functions. The College Council shall advise and assist the Dean of the College.

The College Council shall establish procedures within the College for:

- reviewing and revising curriculum
- developing and reviewing guidelines
- selecting department chairpersons
- determining appropriate representative student participation in College and department affairs
- determining the method of representation, of nomination, and of election of its representatives to the Academic Senate, to University and College search committees, and to the mandated by-laws review committee
- conducting College elections
- gathering College Council documents
- selecting the Research Proposal Review Committee, College Curriculum Committee, Teaching Awards Committee, Service Awards Committee, and College Elections Committee
- selecting College of Arts and Sciences Distinguished Lecturers
- selecting College award recipients and nominees for University awards.

The College Council shall operate as a forum for discussion on matters of concern to the College and University community.

College of Arts and Sciences Curriculum Committee

The College Curriculum Committee shall be composed of the Dean or the Dean's designee, nine members of the College faculty, and six students from among the declared majors of the College departments. Each faculty member will serve a three-year term. Full-time faculty with the rank of assistant professor, associate professor, or professor, over whom the CFSC has jurisdiction are eligible to serve. Each student member will serve a one-year term and may be nominated again when their term is completed. Students eligible for membership must be full-time with either a first or second major in one of the College's departments and in good disciplinary standing. All terms will begin with the start of the fall semester following their appointment. The College Council makes appointments to this committee.