

# School of Social Work

## Welcome to the School of Social Work!

Graduates of the Indiana University School of Social Work (IUSSW) go on to promote social and economic justice at every level—from providing for the well-being of others to shaping social and economic policies. Since 1911, the school has been dedicated to developing competent, caring professionals who are qualified to assume leadership roles in social work practice, and who strive to enrich the lives of the people they touch. The Council on Social Work Education (CSWE) accredits the Master of Social Work program at Indiana University (continuously since 1923).

Whether you want to begin a career in social work, or are preparing for an advanced leadership role in practice, research, or policy development—Indiana University School of Social Work sets the standards for innovative and inspired social work education. In addition to social work, the School also serves as the home of the university's Labor Studies Program. With more than 60 years of leadership in the field of Labor Studies and labor education, Indiana University continues to pioneer innovative and quality educational opportunities in this field.

## Mission Statement

Guided by an authentic commitment to diversity, equity, and inclusion, the Indiana University School of Social Work is nationally and internationally recognized for educating leaders of tomorrow through community-engaged practice, research, and partnerships to positively impact individuals and society.

## Vision

The Indiana University School of Social Work, across its multiple campuses and online communities, provides a rich array of quality, accessible, and affordable educational opportunities to prepare graduates for practice and research in an increasingly diverse world. The School contributes to creating a fair, just, and equitable society by educating competent and ethical professionals to address complex social, environmental, and economic challenges on local, state, national, and global levels. Establishing dynamic partnerships, the School enhances the health and wellbeing of individuals, families, groups, organizations, and communities, leading innovative and translational solutions through community-engaged practice, advocacy, policy, research, and service.

## Overview

## Overview

Indiana University has a long history of preparing graduates for entry into social work practice. Courses in this area began to be offered in 1911 through the Department of Economics and Sociology. Between 1911 and 1944, various administrative and curricular changes were put into effect, and degree programs at both the

undergraduate and graduate levels were offered. In 1944, the Indiana University Division of Social Service was established by action of the Trustees of Indiana University. The organizational status was changed in 1966 when the Graduate School of Social Service was created. In 1973, the name was changed to School of Social Service in recognition of the extent and professional nature of the school's graduate and undergraduate offerings. It became the School of Social Work in 1977 in order to reflect more clearly its identification with the profession.

The school provides opportunities for study leading to the associate, baccalaureate, master's, and doctoral degrees. The Department of LS offers the following degree options: Bachelor of Science in Labor Studies, Associate of Science in LS, Certificate in LS and Minor in LS. The LS program prepares students to assume leadership roles in the workplace and in communities. The Bachelor of Social Work (BSW) program prepares students for generalist social work practice. The Master of Social Work (MSW) program prepares graduate students for advanced social work practice in an area of specialization, and the PhD program in social work prepares social workers for leadership roles in research, education, and policy development. Although the degree programs vary in their emphases and levels of complexity, the school's curricula at the undergraduate and graduate levels are a continuum in education for social service. For example:

- Opportunities provided for a range of experiences in substantive areas of interest to students and of importance to society.
- The curriculum focuses on problem-solving and strength-enhancing experiences that involve the classroom, the learning resources laboratory, and field experience.
- Excellent library and technology resources make social work students effective users of social science
- An exploration of educational procedures and arrangements optimizes effective training, including institutional self-study of the entire curriculum as well as the exploration of specific educational tools.

While the school's main administration location is in Indianapolis, courses or programs are also offered on IU campuses in Bloomington, Gary (Northwest), Richmond (East), Fort Wayne (IPFW), and South Bend. Reference to some of these offerings will be made in the text that follows.

Graduates of the school move into a broad variety of social service settings, including those concerned with aging, family and child welfare, corrections, mental and physical health, and adjustment in schools, agency management and administration. In anticipation of such professional activities, the school provides field instruction placements throughout the state where students engage in services to individuals, groups, families, communities, and organizations or function in leadership roles. The Bachelor of Social Work and Master of Social Work program are accredited by the Council on Social Work Education (CSWE). The MSW Program has been continuously accredited since 1923. The school is a member of the National Association of Deans and Directors of Schools of Social Work, the Association of Baccalaureate Social Work Program Directors, and the

Group for the Advancement of Doctoral Education, among others.

## Mission

*Adopted by action of the faculty on April 25, 2008.*

The mission of the Indiana University School of Social Work is excellence in education, research, and service to promote health, wellbeing, and social and economic justice in a diverse world. The vision of the school is to be an exemplary university- and community-based collaboration advancing social and economic justice, empowerment, and human well-being in a changing global landscape.

## Policy on Nondiscrimination

Based on the tradition of the social work profession and consistent with Indiana University's Equal Opportunity Policy, the Indiana University School of Social Work affirms and conducts all aspects of its teaching, scholarship, and service activities without discrimination based on race, color, gender, socioeconomic status, marital status, national or ethnic origin, age, religion or creed, disability, and political or sexual orientation.

The School of Social Work has a strong commitment to diversity and nondiscrimination. Indeed, diversity is celebrated as a strength. This perspective is demonstrated by the composition of its faculty and student body, curriculum content, and recruitment and retention activities, by participation in university committees dealing with oppressed populations; by numerous service activities, including advocacy on behalf of the disadvantaged; by its selection of field practicum sites; and by school policies.

## Contact Information

### Contact Information

#### Bachelor of LS

Department of LS—Indiana University—Purdue University  
Indianapolis

University Hall

301 University Blvd.

AD2020T

Indianapolis, IN 46202

Phone: (317) 274-8340 or (800) 822-4743

Fax: (317) 274-8630

#### Bachelor of Social Work

BSW Program

Education/Social Work Building 4138 Indiana University

School of Social Work 902 W. New York Street

Indianapolis, IN 46202-5154

Phone: (317) 274-6705 or 274-8359

Web: [socialwork.iu.edu](http://socialwork.iu.edu)

Email: [ibarbosa@iupui.edu](mailto:ibarbosa@iupui.edu) (Ivette Barbosa)

#### Master of Social Work

MSW Admissions

Education/Social Work Building 4134 Indiana University

School of Social Work 902 W. New York Street

Indianapolis, IN 46202-5154

Telephone: (317) 278-6085 Web: [socialwork.iu.edu](http://socialwork.iu.edu)

Email: [zfitzer@iupui.edu](mailto:zfitzer@iupui.edu) Yvonne Fitzgerald Bloomington

#### PhD/Pre-Doc Program

PhD Admissions

Education/Social Work Building 4138 Indiana University  
School of Social Work 902 W. New York Street

Indianapolis, IN 46202-5154

Phone: (317) 274-6730

Email: [madamek@iupui.edu](mailto:madamek@iupui.edu) (Margaret Adamek)

## Requirements

### Undergraduate

#### Social Work

Enrollment in the BSW program requires formal admission to the School of Social Work. The following are the minimum requirements for admission consideration:

- Regular admission to the university.
- Completion of a minimum of 12 credit hours.
- Satisfactory completion (grade of C or higher) of the required course SWK S141 Introduction to Social Work
- A minimum cumulative grade point average (GPA) of 2.5 on a 4.0 scale.
- Completion of Application for Admission to the BSW Program packet.
- Evidence of characteristics or potential required for competent social work practitioners as defined in the mission statement of the school. Such evidence may be derived from application materials, letters of reference, pertinent work or volunteer experience, and performance in S 141 Introduction to Social Work.

The most up-to-date admission information may be found online at [socialwork.iu.edu](http://socialwork.iu.edu).

#### Labor Studies

#### Eligibility:

- High school graduates (diploma, GED, HISET)
- Students admitted to Indiana University (IU)
- Students who have completed at least 12 college credits of course work

- International students

Enrollment to the DLS requires formal admission to IU and an application to DLS. Online application forms to DLS are available at <https://labor.iu.edu/admission/app.php>

For more information, please contact the LS Student Services Coordinator via our toll-free number: **800-822-4743** or email [pahill@iupui.edu](mailto:pahill@iupui.edu).

## Graduate

### MSW

Professional social work education requires students at the master's level to undertake a rigorous program of classroom and practice work. The Indiana University School of Social Work seeks to admit individuals who have demonstrated competency through previous

academic work, professional achievements, and volunteer commitments. A strong commitment to social justice and service to others should be evident in the application.

Admission information for all of the MSW programs may be obtained from:

#### Master of Social Work

Education/Social Work Building 4134 Indiana University  
School of Social Work 902 W. New York Street  
Indianapolis, IN 46202-5154

Telephone: (317) 278-6085 Web: [www.socialwork.iu.edu](http://www.socialwork.iu.edu)

Email: [zfitzger@iupui.edu](mailto:zfitzger@iupui.edu) Z. Yvonne Fitzgerald

### PhD

All applicants to the PhD program must have a master's degree in social work or a related field. Admission to the PhD program is based on evaluations of

1. an online application
2. a professional resume
3. undergraduate and graduate transcripts
4. three letters of reference
5. an example of the applicant's scholarly writing
6. a 750-word statement of purpose
7. Graduate Record Examination General Test scores taken within the last five years
8. TOEFL scores for international applicants

#### Application Deadline

Applications for the full-time PhD Program are due February 1 for admission in the following fall semester. For application materials and further information, write to:

#### PhD Admissions

Education/Social Work Building 4138 Indiana University  
School of Social Work 902 W. New York Street  
Indianapolis, IN 46202-5154

Telephone: (317) 274-6730 E-mail:  
[madamek@iupui.edu](mailto:madamek@iupui.edu) Margaret Adamek

## Policies & Procedures

## Policies & Procedures

### Academic Policies

It is the responsibility of the student to be aware of all published academic regulations online.

#### Incompletes

A grade of Incomplete can be granted and noted on the final grade report by the instructor when

1. a substantial portion of the course work has been satisfactorily completed,
  2. the course work is of passing quality, and
  3. the student is experiencing some hardship that would render the completion of course work unjust to hold them to the time limits previously established.
- A grade of Incomplete will revert to an "F" after one academic year or when the incomplete contract requirements are not fulfilled.

#### Pass/Fail Option

Participants who are working toward a bachelor's degree and are in good standing (not on academic probation) may take up to eight elective courses on a Pass/Fail basis (no letter grade assigned). A Pass/Fail course may not be used to satisfy any of the area requirements. Pass/Fail courses may, however, be used to meet the 300- to 400-level course requirements.

#### Dean's List

All undergraduate students majoring in LS and achieving a 3.5 grade point average (GPA) or higher during a fall or spring semester are placed on the Dean's Honor List. Part-time students will be placed on the list if they achieve a 3.5 GPA or higher for at least 6 consecutive credit hours. These honor students will receive letters from the dean recognizing their meritorious efforts.

#### Graduation with Honors

Participants who complete a minimum of 30 credit hours for the Associate of Science in LS or 60 credit hours for the Bachelor of Science in LS at Indiana University will graduate with honors if they attain the appropriate grade point averages. On most campuses, an average GPA of 3.90 or higher is recognized with highest distinction, 3.75 to 3.89 with high distinction, and 3.50 to 3.74 with distinction. No more than 10 percent of a class can graduate with honors.

#### Cheating and Plagiarism

A student must not adopt or reproduce ideas, words, or statements of another person without appropriate acknowledgment. A student must give credit to the originality of others and acknowledge indebtedness whenever he or she does any of the following:

- Quotes another person's actual words, either oral or written;

- Paraphrases another person's words, either oral or written;
- Uses another person's idea, opinion, or theory; or
- Borrows facts, statistics, or other illustrative material, unless the information is common knowledge.
- Please check the IU Code of Conduct for further information

### Academic Probation

Students are automatically placed on academic probation when their cumulative GPA falls below a 2.5 for 12 consecutive credit hours. Students are removed from probationary status when their GPA, for 12 credit hours, increases to at least 2.5. If the cumulative GPA continues to be below 2.5 students will remain in probationary status. They remain in this status for another 12 consecutive credit hours of course work, during which time the GPA must be raised to at least 2.5. If after two consecutive semesters a student's GPA is still below a 2.5, the student will be dismissed from the university.

Students admitted on a provisional basis may be dismissed if they fail to achieve a minimum GPA of 2.5 during the first 12 credit hours of course work. Students may also be dismissed from the program for failure to comply with any other academic requirements stipulated by the program to remove the probational status.

### BS in LS

#### Academic Policies

It is the responsibility of the student to be aware of all published academic regulations online or in the School of Social Work and LS bulletin.

#### Incompletes

A grade of Incomplete can be granted and noted on the final grade report by the instructor when:

1. a substantial portion of the course work has been satisfactorily completed,
  2. the course work is of passing quality, and
  3. the student is experiencing some hardship that would render the completion of course work unjust to hold them to the time limits previously established.
- A grade of Incomplete will revert to an "F" after one academic year or when the incomplete contract requirements are not fulfilled.

#### Pass/Fail Option

Participants who are working toward a bachelor's degree and are in good standing (not on academic probation) may take up to eight *elective courses* on a Pass/Fail basis (no letter grade assigned). A Pass/Fail course may not be used to satisfy any of the area requirements. Pass/Fail courses may, however, be used to meet the 300- to 400-level course requirements.

#### Dean's List

All undergraduate students majoring in LS and achieving a 3.5 grade point average (GPA) or higher during a fall or spring semester are placed on the Dean's Honor List. Part-time students will be placed on the list if they achieve a 3.5 GPA or higher for at least 6 consecutive credit hours.

These honor students will receive letters from the dean recognizing their meritorious efforts.

### Graduation with Honors

Participants who complete a minimum of 60 credit hours for the Associate of Science in LS or 120 credit hours for the Bachelor of Science in LS at Indiana University will graduate with honors if they attain the appropriate grade point averages. On most campuses, an average GPA of 3.90 or higher is recognized with highest distinction, 3.75 to 3.89 with high distinction, and 3.50 to 3.74 with distinction. No more than 10 percent of a class can graduate with honors.

### Cheating and Plagiarism

A student must not adopt or reproduce ideas, words, or statements of another person without appropriate acknowledgment. A student must give credit to the originality of others and acknowledge indebtedness whenever he or she does any of the following:

- Quotes another person's actual words, either oral or written;
- Paraphrases another person's words, either oral or written;
- Uses another person's idea, opinion, or theory; or
- Borrows facts, statistics, or other illustrative material, unless the information is common knowledge.
- Please check the IU Code of Conduct for further information

### Academic Probation

Students are automatically placed on academic probation when their cumulative GPA falls below a 2.0 for 12 consecutive credit hours. Students are removed from probationary status when their GPA, for 12 credit hours, increases to at least 2.0. If the cumulative GPA continues to be below 2.0 students will remain in probationary status. They remain in this status for another 12 consecutive credit hours of course work, during which time the GPA must be raised to at least 2.0. If after two consecutive semesters a student's GPA is still below a 2.0, the student will be dismissed from the university.

Students admitted on a provisional basis may be dismissed if they fail to achieve a minimum GPA of 2.0 during the first 12 credit hours of course work. Students may also be dismissed from the program for failure to comply with any other academic requirements stipulated by the program to remove the probational status.

### BSW in Social Work

#### Selected Educational Policies

For continuance in and graduation from the program, students are required to: (1) earn at least a "C" in each Social Work course (2) to earn a "Satisfactory" in S481 Social Work Practicum I and S482 Social Work Practicum II (3) maintain a minimum of 2.5 cumulative GPA in required Social Work courses and a minimum 2.5 overall GPA; (4) to carry out professional activity in conformity with the values and ethics of the profession, and to comply with any contract which might have been entered into under either a Provisional Admission or a Student Performance Review.

In the event of failure to meet such requirements, students will be ineligible to continue in the program. Such students are encouraged to consult with their faculty advisor regarding realistic planning for the future, including the right to petition for administrative review. Detailed descriptions of student continuation policies are in the B.S.W. Student Handbook or on the Web at [socialwork.iu.edu](http://socialwork.iu.edu).

### Repeated Courses

Required social work courses may be repeated only after the student is officially reinstated in the program with permission.

### Incompletes

A grade of Incomplete (I) may be assigned by an instructor only when exceptional circumstances such as an illness, injury, or a family emergency prevents a student from finishing all the work required for the course. The grade of incomplete may be considered only when a substantial portion of the course work has already been completed, the coursework is of a satisfactory quality, and no more than one major exam or assignment is outstanding. The student who does not meet these requirements should meet with her/his advisor to withdraw from the course (s) in question. The student should refer to the Registrar's Office on her/his respective campus regarding the policies and deadline for automatic withdrawal for the semester in question.

The instructor, on a case-by-case basis, evaluates incompletes. The grade of Incomplete (I) will be changed to a grade by the instructor of record, based upon the contract devised by the course instructor and approved by the B.S.W. Program Director.

If the terms of the Incomplete contract are not met by the student, the instructor will assign the original grade.

### Pass/Fail Grades

Students can take a maximum of four non-social work elective courses as Pass-Fail. All general requirements and supportive area requirements need a letter grade. All required social work courses receive a letter grade except for S481 and S482 Social Work Practicum I and II which are graded as Satisfactory/Fail.

### Liability Insurance

Students are required to carry professional liability insurance. Under the school's blanket policy, the cost of insurance is included in the student's practicum course fee.

### Credit for Life Experience

Academic credit for previous life and work experience is not given in whole or in part toward the social work degree.

### Criminal History

Students with criminal histories other than those deriving from sexual offenses may be eligible for admission into the B.S.W. program. Eligibility in these circumstances is determined by a case-by-case assessment. While having a criminal background may not preclude students from

participating in the B.S.W. program, they should be aware of educational and professional implications. Agency policies and state laws may impose limitations for students and professionals with criminal histories attempting to obtain field placements, employment in certain practice settings, and/or professional licensure. Laws vary by state and are subject to change over time. Students should consult individual state licensing agencies for further information. The B.S.W. program is not responsible for disruptions in a student's educational plan resulting from a criminal background.

### Professional & Academic Integrity Students' Rights and Responsibilities

IUSSW students in the BSW, MSW, and Ph.D. programs have a right to participate in decision-making activities about the school. Students regularly contribute to the continued development and growth of our programs.

Indeed, the school values students' input in several critical areas: faculty and course evaluation, school committee work, student field placements and others.

All students enrolled at the School of Social Work have an opportunity each semester to evaluate their courses and instructors. At the end of each course, students are given standardized faculty evaluation forms to complete. These evaluations are confidential, and the results are computer generated. The evaluations are returned to the faculty to use for strengthening content, teaching, and learning methods to improve instruction.

Through their elected and/or volunteer representatives, students provide input to and learn from BSW, MSW, and Ph.D. program committees and various others that might be convened throughout the year. Student representatives are viewed as valuable members of these committees.

Each student has the opportunity to have input into the selection of his or her field practicum assignments. The field practicum coordinator in each program works closely with students to negotiate suitable placements.

Students have the right to provide feedback about school policies and procedures as well as the behavior of faculty and staff members. In providing either positive or critical feedback, students are expected to follow professional social work norms, values, and ethics. For example, students who believe that a faculty or staff member's behavior is discourteous or ineffective should discuss the concern directly with the person or people in question.

Students who have reason to believe addressing the person directly would place them in some jeopardy should register the concern with the director or campus coordinator of the program, who will address and respond to the issue.

Students who believe that they have been treated unfairly or unprofessionally by a faculty or staff member, or that a policy or procedure is unjust or unwise, may submit in writing a formal grievance petition to the dean of the school. Grievance petitions are reserved for those issues or incidences that warrant formal investigation and full exploration. Such petitions should be submitted in a professional manner, consistent with social work norms, values, and ethics.

Student complaints regarding discrimination, sexual harassment, racial harassment, and harassment on the basis of sexual orientation have established complaint procedures available in the Indiana University *Code of Student Rights, Responsibilities, and Conduct*.

### Academic and Scholarly Guidelines

Students admitted to the Indiana University School of Social Work have already demonstrated potential for superior academic work. Most students are therefore very familiar and comfortable with high academic and scholarly standards. Obviously, students are expected to attend face-to-face, online, and classroom and practicum course meetings. Regular attendance is viewed as the responsibility of each social work student. Active participation in course activities is the expected norm. In participating, it is expected that students reflect interest in, and respect for, their colleagues in a manner that is congruent with the values, ethics, and skills of the profession, and those of the Student Code of Conduct. In written assignments, students are expected to prepare documents in a scholarly and professional manner. Submissions should be typewritten in double-spaced format and carefully edited for spelling and grammar. All direct quotations, paraphrases, empirical research findings, and other restatements of the research, scholarship, or creative work of others must be appropriately annotated using the standard bibliographic citation methods set out in the most recent edition of the Publication Manual of the American Psychological Association (APA). The APA manual serves as the guide for style and format of all papers submitted in the School of Social Work.

Both LS and social work graduates require well-developed and refined communication skills, including the use of the written word. Writing well helps graduates communicate information accurately and concisely. For this reason, formal writing assignments in social work courses are evaluated on the basis of both the quality of the scholarly content and the quality of its presentation.

### Electronic Communication

Students are expected to follow appropriate e-mail etiquette when communicating with faculty, staff, and peers. Correct grammar is expected at all times.

Inappropriate use of e-mail will be grounds for student review. For specific guidelines, please visit <http://informationpolicy.iu.edu/>.

### Student Misconduct

#### *Academic Misconduct*

Indiana University School of Social Work and/or the university may discipline a student for academic misconduct defined as any activity that tends to compromise the academic integrity of the institution and undermine the educational process. Academic misconduct includes, but is not limited to, the following:

#### Cheating

- A student must not use external assistance on any “in-class” or “take home” examination, unless the instructor specifically has authorized such. This

prohibition includes, but is not limited to, the use of tutors, books, notes, and calculators. A student must not use another person as a substitute in the taking of an examination or quiz.

- A student must not steal examinations or other course materials.
- A student must not allow others to conduct research or to prepare any work for him or her without advance authorization from the instructor to whom the work is being done. Under this prohibition, a student must not make any unauthorized use of materials obtained from commercial term paper companies or from files of papers prepared by other persons.
- A student must not collaborate with other persons on a particular project and submit a copy of a written report that is represented explicitly or implicitly as the student’s own individual work.
- A student must not use any unauthorized assistance in a laboratory, at a computer terminal, or on
- A student must not submit substantial portions of the same academic work for credit or honors more than once without permission of the instructor to whom the work is being submitted.
- A student must not alter a grade or score in any way.

### Fabrication

A student must not falsify or invent any information or data in an academic exercise including, but not limited to, records or reports, laboratory results, and citations to the sources of information.

### Plagiarism

A student must not adopt or reproduce ideas, words, or statements of another person without an appropriate acknowledgment. A student must give due credit to the originality of others and acknowledge an indebtedness whenever he or she does any of the following:

- Quotes another person’s actual words, either oral or written
- Paraphrases another person’s words, either oral or written
- Uses another person’s idea, opinion, or theory
- Borrows facts, statistics, or other illustrative material, unless the information is common knowledge

### Interference

- A student must not steal, change, destroy, or impede another student’s work. Impeding another student’s work includes, but is not limited to, the theft, defacement, or mutilation of resources so as to deprive others of the information they contain.
- A student must not give or offer a bribe, promise favors, or make threats with the intention of affecting a grade or the evaluation of academic performance.

### Violation of Course Rules

A student must not violate course rules as contained in a course syllabus or other information provided to the student.

## Facilitating Academic Dishonesty

A student must not intentionally or knowingly help or attempt to help another student to commit an act of academic misconduct.

## Sex Offender Screening Policy Indiana University School of Social Work Policy Regarding Individuals Convicted of Sex Offenses against Children

### Policy Statement

It is the policy of the School of Social Work that no students or applicants who have been convicted of sex offenses against children shall be eligible for matriculation into the BSW, MSW, or PhD programs.

### Procedure

1. **Responsible Office.** The Office of Student Services, in conjunction with the Admissions Committee of each program, shall administer the Sex Offenders Screening Policy as it relates to student admissions and transfers.
2. **Periodic** Periodically the Student Services Committee will review the policy and will make recommendations to the dean of the school regarding any possible changes to the policy and procedures for implementation.
3. **Preadmission and Transfer Screening.** Applicants will be asked to self-report any history of convictions of sexual offenses against children. As well, once students are accepted into the program, their names will be forwarded to the Office of the Registrar for screening against the registry. Any applicant or new admit whose name is on the registry will be ineligible for admission or transfer and shall be notified of nonacceptance or termination from the respective
4. **Students in Affected Programs.** Any student who is already in an IU School of Social Work Program and whose name appears on the registry during the time of matriculation, or who has been convicted of an offense for which the student can be listed on the registry, shall be ineligible for continuation or completion of the affected program. Any faculty member, student, field instructor, or other person within the school who becomes aware of such a situation should bring it to the attention of the respective program director for appropriate action.
5. **Notice.** The school bulletin shall include a statement giving notice to potential applicants that criminal convictions may render persons ineligible for certain practica.
6. **Nonexclusive Policy.** Nothing in this policy shall be deemed to preclude the school from taking other appropriate action in such cases, or in the case of applicants or students involved in other conduct or criminal activities not covered in this policy.
7. **Right to** Any applicant or student already admitted to an IU School of Social Work program who is deemed ineligible for admission or continuation based upon a record of criminal conviction may appeal to the dean of the school for reconsideration if he or she believes there are extenuating circumstances that might mitigate the findings. The dean will appoint a review panel of three full-

time faculty members to consider the student's appeal. The review panel, in consultation with the Office of University Counsel, will consider all pertinent information and make a ruling that shall be considered final.

## Undergraduate

- Social Work BSW
- Labor Studies BS
- Labor Studies AS
- Labor Studies CT
- Intergroup Dialogue CT
- Child Abuse and Neglect CT

## Social Work BSW

### BSW in Social Work

This four-year degree program prepares students for generalist social work practice. It helps students develop the competence to apply knowledge, values, and skills to practice with individuals, small groups, organizations, and communities. The program also prepares students for graduate education. The BSW degree equips the practitioner to work with people who are encountering challenges related to personal or social circumstances. In addition, qualified graduates may apply for advanced standing to the IU School of Social Work or other MSW programs nationwide.

Following the equivalent of a minimum of two postgraduate years of supervised social work practice experience, BSW graduates of IU are eligible to apply for licensure by the state of Indiana. Upon successful completion of licensing requirements, the Indiana Professional Licensing Agency designates the BSW graduate a Licensed Social Worker (LSW).

Students in the BSW Program must complete all sophomore and junior social work courses and achieve senior standing before enrolling in the senior social work courses.

### Admission

Enrollment in the BSW program requires formal admission to the School of Social Work. The following are the minimum requirements for admission consideration:

- Regular admission to the university.
- Completion of a minimum of 12 credit hours.
- Satisfactory completion (grade of C or higher) of the required course SWK S141 Introduction to Social Work
- A minimum cumulative grade point average (GPA) of 2.5 on a 4.0 scale.
- Completion of Application for Admission to the BSW Program packet.
- Evidence of characteristics or potential required for competent social work practitioners as defined in the mission statement of the school. Such evidence may be derived from application materials, letters of reference, pertinent work or volunteer experience, and performance in S 141 Introduction to Social Work.

## Degree Requirements

### Educational Requirements

The curriculum for the BSW degree consists of a minimum of 120 credit hours provided through required and elective courses. Of these credit hours, 42-45 credit hours are devoted to general/supportive liberal arts courses and 52 credit hours to social work courses. The remaining required credits are earned through elective courses. Students are free to select elective courses of their choice. Students in the BSW program must successfully complete all freshman, sophomore and junior social work courses and achieve senior standing, as defined by the BSW program, before enrolling in the senior year course work.

### Credit for Life Experience

Academic credit for life experience and previous work experience is not given in whole or in part toward the social work degree.

### General Education Requirements\*

General education course requirements vary by campus. Students are expected to meet the general education requirements specific to the campus to which they are applying.

The BSW Program has basic general educational requirements consistent across campuses. The BSW general education area course requirements are divided into four areas and appear below. Work with your BSW Academic Advisor to ensure you meet both the campus and BSW general education requirements.

### Arts and Humanities (5 courses)

- English Composition (2 courses) Elementary Composition Professional Writing Skills
- Modern American History (1 Course)
- A minimum of one course designated as Arts and Humanities courses or an equivalent on the student's campus

### Biological Sciences (1 course)

- One course in human biological sciences

### Mathematics (1 courses)

- Mathematics (one course designated as at least a minimum general education requirement on that student's campus)

### Supportive Area Requirements (4 courses)

The supportive area requirements link the general requirements with the social work courses. All BSW students must take the following six specific requirements:

- Introductory Psychology
- American Government
- Introduction to Sociology
- A 300 Level Psychology Course

## Social Work Requirements (17 courses)

Course offers vary by campus. It is essential that you consult your advisor for educational planning to ensure timely completion of the BSW program.

- S102 Understanding Diversity in a Pluralistic Society (3 cr.)
- S141 Introduction to Social Work (3 cr.)
- S221 Human Growth and Development in the Social Environment (2 cr.)
- S251 History and Analysis of Social Welfare Policy (3 cr.)
- S331 Generalist Social Work Practice I: Theory and Skills (3 cr.)
- S322 Small Group Theory and Practice (3 cr.)
- S332 Generalist Social Work Practice II Theory and Skills (3 cr.)
- S352 Social Welfare Policy and Practice (3 cr.)
- S371 Social Work Research (3 cr.)
- S423 Organizational Theory and Practice (3 cr.)
- S433 Community Behavior and Practice with a Generalist Perspective (3 cr.)
- S442 Integrated Practice-Policy Seminar (3 cr.)
- S472 Social Work Practice Evaluation (3 cr.)
- S481 Social Work Practicum 1 (6 cr.)
- S482 Social Work Practicum II (7 cr.)

## Labor Studies BS

### Labor Studies (LS)

The Department of LS (DLS) offers online courses and degrees to meet the needs of students seeking distance education opportunities. The wide array of online course offerings is designed to be flexible and are offered on all IU campuses. Enrollment through our online application is easy. The tuition and fees for LS courses can be found at <https://online.iu.edu/degrees/labor-studies-bs-undergraduate.html>

### Introduction

With 160 years of leadership in LS and labor education, Indiana University continues to pioneer innovative and quality educational opportunities in this field. The program caters to students with diverse backgrounds and educational needs -- from adult learners to traditional students -- in the areas of work, the workplace, organized labor, labor and social movements, the impact of global markets, and changing institutions.

The DLS prepares students to assume leadership roles in the workplace and in communities. The program is designed as an interdisciplinary major for college students and working adults seeking a university-level education. Online LS classes are offered on all Indiana University campuses. The mission of the LS Program is to:

- Provide credit and non-credit university-level education for current and future workers to increase knowledge, understanding, and critical thinking about work and labor organizations within today's global context
- Broaden access to the university for working-class and other underserved constituencies and provide opportunities for life-long learning and college degrees.



- Collect, systematize, and create new knowledge in collaboration with our students.
- Examine the global socio-economic system and the impact of its inequalities on working people.
- Promote respect for workers and understanding of working-class histories, experiences, perspectives, and knowledge.
- Empower our constituents to be engaged citizens and social and political agents of change who will create a more just and equitable world of work.

The vision of the Department of Labor states:

- *Indiana University LS will be the leading, collaborative program in labor and work issues in interdisciplinary scholarship, education, training, and empowerment nationally and internationally.*

It is within the parameters of this mission that we devote our energies to excel in education, research, and service. We offer online courses for the Minor, Certificate, Associate of Science (AS), and Bachelor of Science (BS) in LS degrees.

## Admission

### Eligibility:

- High school graduates (diploma, GED, HISET)
- Students admitted to Indiana University (IU)
- Students who have completed at least 12 college credits of course work
- International students

Enrollment to the DLS requires formal admission to IU and an application to DLS. Online application forms to DLS are available at <https://labor.iu.edu/admission/app.php>

For more information, please contact the LS Student Services Coordinator via our toll-free number: **800-822-4743** or email [pahill@iupui.edu](mailto:pahill@iupui.edu).

### Grades

An overall minimum grade point average of 2.0 (C average) must be maintained. Course grades of D or lower in LS courses or in courses under "Required Areas of Learning" do not count toward the LS degree but are accepted as electives.

## LS Required Areas of Learning

The following list includes representative disciplines in the three major required areas of learning:

### Arts and Humanities

African American Studies

Classical Studies

Comparative Literature

English

Fine Arts

Folklore and Ethnomusicology History

History and Philosophy of Science

Journalism

Languages

Music

Philosophy

Religious Studies

Speech and Communication

Theatre and Drama

### Physical Science and Mathematics

Astronomy

Biology

Chemistry

Computer Science

Geological Sciences

Mathematics

Physics

Psychology

Zoology

### Social and Behavioral Sciences

Anthropology

Economics

Geography

Linguistics

Political Science

Psychology

Social Work

Sociology

*For the AS and BS in LS, courses within each major area must include at least two different disciplines.*

## Degree Requirements

### Degrees and Minor

#### Bachelor of Science in LS (BS-LS) 120 cr.

A major in LS requires completion of general education requirements with a grade of C- in each course.

- The IUPUI campus wide general-education curriculum (30 cr.)
- LS Required Areas of Learning/additional general education courses (21 cr.)

#### LS Required Areas of Learning (12 credit hours)

- To be completed within the General Education core courses (30 cr.) or in the remaining general education courses (21 cr.).
  - ENG-W 131 Reading, Writing, and Inquiry 1
  - One additional 200/300 level writing course (Visual Literacy: Eng-W-231 or W-270)

- One economics course (LSTU-L-230 Labor and Economy meets this requirement)
- One computer course

- **Major concentration (42 cr.)**

- **LS 100/200 level courses (15 cr.) except L190, L199, L290, and L299**

- **LS 200/300/400 level courses (27 cr.)**

There are no pre-requisite or co-requisite LS courses. Students may take LS courses in any order, although, we do suggest a logical progression (100 level, 200 level, 300 level, etc.) and in consultation with the DLS advisor to desired degree goals.

- Electives (27 cr.)

**Please note:** Within the 120 credit hours required for the BS- LS degree, students must have a minimum of 30 credit hours at the 300 or 400 level. In addition, concentration requirements must be completed with a grade of C- or higher.

## Labor Studies AS

### Associate of Science in LS (AS- LS)

The associate degree in LS provides a solid beginning career foundation in the field of work. Students may use the degree to jumpstart their college education, combine it with another major, and earn higher incomes and promotions.

- General education course requirements (33 cr.)
- LS concentration (27 cr.)

Students seeking an AS-LS must take 30 credit hours from the IUPUI General Education Core courses and 3 credit hours from the list of IUPUI general education courses. As a part of these 33 credit hours, all students must successfully complete 12 credit hours from the LS Required Areas of Learning. These courses can count toward the General Education core (30 cr.) or as general education courses (3 cr.).

At least 12 credit hours must be earned from Indiana University. No more than 15 credit hours may be earned within a single subject other than LS.

LS Required Areas of Learning (12 cr.)

To be completed within the General Education core courses (30 cr.), or in the remaining general education courses (21cr.).

- ENG W230 or ENG W131
- One additional 200/300 level writing course (Visual Literacy: ENG W231 or W 270)
- One economics course (LSTU-L 230 Labor and the Economy meets this requirement)
- One computer course

## Labor Studies CT

### Certificate in LS

#### Requirements (30 cr.)

- 18 credit hours (LSTU-L)\*
- 3 cr. in Arts and Humanities (A&H)

- 3 cr. in Science and Math (S&M)
- 3 cr. in Social and Behavioral Science (S&B)
- 3 cr. in one of the A&H, S&M or S&B areas

\*except L190, L199, L290 and L299

## Intergroup Dialogue CT

### Undergraduate Intergroup Dialogue Certificate

The Intergroup Dialogue (IGD) Certificate is the first undergraduate interdisciplinary certificate and serves the IUPUI Strategic Plan Initiative to promote an inclusive campus culture. The certificate opportunity is offered through the following four schools: IU School of Social Work\*, IU School of Liberal Arts, IU School of Public and Environmental Affairs, and the Purdue School of Engineering and Technology.

*\*Must be a Social Work or Pre-Social Work major to earn the certificate through the IU School of Social Work.*

## Child Abuse and Neglect CT

### Child Abuse and Neglect Certificate

The School of Social Work at IUPUI offers a certificate in Child Abuse and Neglect at the undergraduate level.

The certificate is open to social work and non-social work students.

Certificate in Child Abuse and Neglect course requirements are as follows:

Theoretical Foundation: 6 credit hours required - 3 hours must be from the Diversity Course.

- S102 Understanding Diversity in a Pluralistic Society (REQUIRED) 3 Credits, offered online
- S221 Human Behavior and Social Environment, 3 Credits offered online

OR

- B310 Life Span Development, 3 Credits
- Public Policy Foundation, 3 Credit hours (REQUIRED)
- S332 Generalist Social Work Practice II: Theory and Skills
- S251 History and Analysis OF Social Welfare Policy, 3 Credit, offered online

OR

- Y213 Introduction to Public Policy, 3 Credits

Specific Content: 12 credit hours required; one course on substance abuse and one course on families is highly recommended

- S305 Introduction to Child Protection, (REQUIRED) 3 Credits
- S201 Introduction to Case Management, 3 Credits offered online (REQUIRED)
- S281 Introduction to Field Experience 3 Credits
- S180 Exploring Child Welfare in Indiana, 3 Credits offered online
- S306 Crisis Intervention, 3 Credits offered online
- S309 Working with Families 3 Credits
- S300 Domestic Violence, 3 Credits offered online

- R 314 Families and Society, 3 Credits
- B 396 Alcoholism and Drug Abuse, 3 Credits
- S410 Alcohol, Drugs, and Society (Pre-reg. R100) 3 Credits
- S442 Practice-Policy Seminar in Fields of Practice: Public Child Welfare OR Substance Abuse Or Children and Families, 3 Credits offered online

## Student Learning Outcomes

### Bachelor of Social Work (BSW)

The Student Learning Outcomes for the BSW degree program are derived from the Council on Social Work Education's (CSWE) competencies and specific practice behaviors required for professional social work practice at the Bachelor's level, as articulated in the Educational Policy and Accreditation Standards document (CSWE, 2008).

#### Competency #1: Identify as a professional social worker and conduct oneself accordingly.

1. Students advocate for client access to the services of social work.
2. Students practice personal reflection and self-correction to assure continual professional development.
3. Students attend to professional roles and boundaries.
4. Students demonstrate professional demeanor in behavior, appearance, and communication.
5. Students engage in career-long learning.
6. Students use supervision and consultation.

#### Competency #2: Apply social work ethical principles to guide professional practice.

1. Students recognize and manage personal values in a way that allows professional values to guide practice.
2. Students make ethical decisions by applying standards of the National Association of Social Work Code of Ethics and, as applicable, of the International Federation of Students/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles.
3. Students tolerate ambiguity in resolving ethical conflicts.

#### Competency #3: Apply critical thinking to inform and communicate professional judgments.

1. Students apply strategies of ethical reasoning to arrive at principled decisions.
2. Students distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.
3. Students analyze models of assessment, prevention, intervention, and evaluation.
4. Students demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

#### Competency #4: Engage diversity and difference in practice.

1. Students recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.

2. Students gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
3. Students recognize and communicate their understanding of the importance of difference in shaping life experiences.
4. Students view themselves as learners and engage those with whom they work as informants.

#### Competency #5: Advance human rights and social and economic justice.

1. Students understand the forms and mechanisms of oppression and discrimination.
2. Students advocate for human rights and social and economic justice.
3. Students engage in practices that advance social and economic justice.

#### Competency #6: Engage in research-informed practice and practice-informed research.

1. Students use practice experience to inform scientific inquiry.
2. Students use research evidence to inform practice.

#### Competency #7: Apply knowledge of human behavior and the social environment.

1. Students utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.
2. Students critique and apply knowledge to understand person and environment.

#### Competency #8: Engage in policy practice to advance social and economic well-being and to deliver effective social services.

1. Students analyze, formulate, and advocate for policies that advance social well-being.
2. Students collaborate with colleagues and clients for effective policy action.

#### Competency #9: Respond to contexts that shape practice.

1. Students continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.
2. Students provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

#### Competency #10(a): Engage with individuals, families, groups, organizations and communities.

1. Students substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.
2. Students use empathy and other interpersonal skills.
3. Students develop a mutually agreed-on focus of work and desired outcomes.

#### Competency #10(b): Assess with individuals, families, groups, organizations and communities.

1. Students collect, organize, and interpret client data.
2. Students assess client strengths and limitations.

3. Students develop mutually agreed-on intervention goals and objectives.

**Competency #10(c): Intervene with individuals, families, groups, organizations and communities.**

1. Students select appropriate intervention strategies.
2. Students initiate actions to achieve organizational goals.
3. Students implement prevention interventions that enhance client capacities.
4. Students help clients resolve problems.
5. Students negotiate, mediate, and advocate for clients.

**Competency #10(d): Evaluate with individuals, families, groups, organizations and communities.**

1. Students facilitate transitions and endings.
2. Students critically analyze, monitor, and evaluate interventions.

## Undergraduate Intergroup Dialogue Certificate

### Student Learning Outcomes:

Students completing an Undergraduate Intergroup Dialogue Certificate will be able to effectively demonstrate respectful intercultural communication, conflict resolution, civil discourse, and leadership. These skills are especially important for a variety of career areas that are expected to grow rapidly over the next several years\* including managers (general, operations, administrative service, medical and health services, social and community services, human resources), engineers, education administrators, training and development specialists, social service occupations (life, physical and community), media and communications, and more.

\*Bureau of Labor Statistics Employment Projections for 2014-2024

## Child Abuse and Neglect Certificate

Indiana University School of Social Work offers a certificate in Child Abuse and Neglect at the undergraduate level on the IUPUI campus. This certificate is open to students in all majors at IUPUI.

### Student Learning Outcomes:

The certificate in Child Abuse and Neglect provides students with the opportunity to learn:

- Human Diversity
- Growth and Development across the Life Cycle
- Basic knowledge of the development of Public and Private Social Services
- Specific Content on Child Abuse and Neglect and Family Dynamics

The Child Abuse and Neglect Certificate is a beneficial supplement to professions closely connected with children and families (i.e. nursing, teaching, child welfare). Students will have a deeper understanding of their clients

and social services, and for this reason, may become more marketable in their chosen field.

## Labor Studies

These SLOs apply to all Labor Studies programs.

1. Apply knowledge of labor and working class movements from a global perspective.
2. Apply knowledge from a labor studies perspective which draws from diverse fields including history, economics, industrial relations, political science, law, sociology, communications and others.
3. Analyze the impact of globalization on working class and diverse groups.
4. Analyze how global issues affect local, regional, and national labor markets.
5. Apply strategies of advocacy and social change and related skills to strengthen the labor movement.
6. Demonstrate the values and conduct of social and economic justice.
7. Demonstrate knowledge and skills to effectively advocate for the well being of the working class and their organizations.
8. Apply critical thinking skills and the process of inquiry to advance working class and social movement causes.
9. Assess the role of liberal arts in bringing justice and equality to working people.
10. Demonstrate commitment and skills to continue education and lifelong learning in an ever-changing world of work.
11. Demonstrate commitment and skills to become agents of change to promote a just and equitable world of work.

## Graduate Programs

- Social Work MSW
- Social Work PhD
- e-Social Work Practice CT

## Social Work MSW

### Master of Social Work

In recognition of the time and geographic constraints of many students who seek professional social work education, the Indiana University School of Social Work offers programs of study leading to the 60 credit hour MSW degree. The Indianapolis campus offers a two-year full-time program, a three-year part-time evening program, a three-year part-time Saturday program, and an Advanced Standing Program option. (The Advanced Standing Program is designed for students with a strong academic record who have earned a Bachelor of Social Work [BSW] degree from a program accredited by the Council on Social Work Education within the last five years.) The school also offers a three-year part-time program at IPFW administered by the main campus at IUPUI with admissions every 3rd year beginning.

The general goal of the programs is preparation for advanced social work practice. In addition to generalist knowledge and skills, the programs provide an opportunity for development of special competence in child welfare, school social work, mental health and addictions, health,

leadership and advanced generalist practice. Educational resources for students in the program include a substantial library, an audiovisual center, student computer modules, and diversified field instruction settings throughout the state.

**International Students/International Degrees** Applicants who are not citizens of the United States should apply as early as possible preceding the fall in which they wish to enter. They must fill out the international application and the Indiana University School of Social Work application by the posted deadlines. They also must provide proof of their ability to pay fees and support themselves adequately during the period of their study and, through examinations designated by the school, must demonstrate an ability to comprehend, write, and speak English at an acceptable level.

**International students or any person holding a degree obtained outside of the United States should request an international application from the following address:**

International Affairs IUPUI

902 W. New York Street, ES2126 Indianapolis, IN 46202-5154

Telephone: (317) 274-7000 E-mail: [oa@iupui.edu](mailto:oa@iupui.edu)

### Transfer Students

A limited number of transfer students from other accredited MSW programs may be accepted each year. Master of Social Work students interested in transferring to Indiana University must complete an application for admission to the program. Upon receipt of the completed application, the M.S.W. program director and the chair of the admissions committee will review the materials and decide if the applicant will be accepted into the program. If accepted, the MSW program director will analyze the student's transcript and course syllabi to determine which credits earned in another accredited social work program will transfer to Indiana University. In all circumstances, however, the transfer student must complete all required courses in their chosen Concentration Curriculum.

### Non-MSW Students

With permission of the school, Indiana University students enrolled in other graduate degree programs or persons possessing the MSW degree may request permission to enroll in selected elective courses within the program.

Enrollment of nondegree students is restricted by the availability of space and faculty. Persons interested in such enrollment are required to request permission by writing to the Director of the MSW Program on the campus they plan to attend.

## Admission

### Admission Requirements

Professional social work education requires students at the master's level to undertake a rigorous program of classroom and practice work. The Indiana University School of Social Work seeks to admit individuals who have demonstrated competency through previous academic work, professional achievements, and volunteer

commitments. A strong commitment to social justice and service to others should be evident in the application.

Admission information for all of the MSW programs may be obtained from:

### Master of Social Work

Education/Social Work Building 4134 Indiana University

School of Social Work 902 W. New York Street

Indianapolis, IN 46202-5154

Telephone: (317) 278-6085 Web: [www.socialwork.iu.edu](http://www.socialwork.iu.edu)

Email: [zfitzger@iupui.edu](mailto:zfitzger@iupui.edu) Z. Yvonne Fitzgerald

Enrollment in the MSW program requires official admission to the Indiana University School of Social Work. A limited number of students are admitted each year.

The following items are the minimum requirements for consideration for admission:

1. An earned bachelor's degree from an accredited college or university
2. Evidence of course work in liberal arts
3. Successful completion of a minimum of six courses in social or behavioral sciences, as defined in the application packet
4. Successful completion of a course in statistics
5. An earned cumulative undergraduate grade point average (GPA) of at least 3.0 on a 4.0 scale for the final 60 credit hours of the degree
6. Submission of the completed application packet by the due date

Applications are available in early fall of the year preceding admission. Information pertaining to the deadlines, requirements, and program details can be found in the application packet on the School's website [www.socialwork.iu.edu](http://www.socialwork.iu.edu). Applicants can apply to only one location and one specific program per year. All applicants are encouraged to submit applications as soon as possible and well before the final application date. The MSW admissions committee will make all decisions and notify students in the spring. Applications are evaluated on the basis of the six criteria outlined above. Admission is competitive and the instructional resources of the school determine total enrollment.

## MSW Programs of Study - Indianapolis campus

The Indiana University School of Social Work provides several programs of study leading to the MSW degree. Each program requires 60 credit hours of graduate-level course work.

### Two-Year Full-Time Program

The Two-Year Full-Time Program consists of two years of course work taken over four academic semesters. A limited number of concentration year courses may be taken during the summer.

### Part-Time Saturday Program

The Part-Time Saturday Program enables students to complete the Foundation and Intermediate Curricula (the first 30 credit hours of the program) over two calendar years. Classroom courses are offered on Saturdays. Students begin this program in the second summer semester. Following completion of the

Intermediate Curriculum, part-time Saturday students are required to complete the Concentration Curriculum (the final 30 credit hours of the program) with most classes and internships held during the week (usually Monday through Thursday). The complete program requires at least three calendar years.

### Part-Time Evening Program

The Part-Time Evening Program enables students to complete the Foundation and Intermediate Curricula (the first 30 credit hours of the program) over two calendar years. Classroom courses are offered on weekday evenings. Students begin this program in the second summer semester. Part-time evening students are required to complete the Concentration Curriculum (the final 30 credit hours of the program) with most classes and internships held during the week (usually Monday through Thursday).

### Advanced Standing Programs

Students holding undergraduate social work degrees may be eligible for this program, which begins at various times based on the cohort chosen. The following are specific requirements for consideration for admission to the advanced standing program:

1. Graduation within five years from a baccalaureate social work program (BSW) accredited by the Council on Social Work Education.
2. Successful completion of a statistics course.
3. A cumulative grade point average of at least 3.0 on a 4.0 scale.
4. A cumulative grade point average of at least 3.0 in all social work courses taken prior to admissions committee action. Accordingly, applicants to the Advanced Standing Program must provide the admissions committee with an official transcript. Senior B.S.W. students must provide a transcript including the fall semester (or winter quarter) grades of their senior year.
5. Evidence of characteristics and/or potential required for competent social work practice as defined in the mission statement of the school. Such evidence may be derived from application materials, letters of reference, and/or pertinent work or volunteer experience.
6. A reference letter is required from a full-time faculty member of the applicant's undergraduate program.

### Accelerated Program

Students with a strong BSW academic record may apply for the Advanced Standing Accelerated Program on the IUPUI campus. Students who are accepted into this program receive special credit for the foundation courses required. Then they complete the intermediate course

work through intensive study and practicum during the summer sessions. This program begins in May and is full-time for one calendar year.

### Part-time Advanced Standing Program

Students with a strong BSW academic record, but are unable to attend the MSW Program on a full-time basis, are eligible to apply to one of the other part-time programs offered on the IUPUI campus, while receiving special credit for the foundation courses required.

### Indiana Partnership for Social Work Education in Child Welfare

The Child Welfare Scholarship Program is offered to students involved in the Indiana Partnership for Social Work Education in Child Welfare, funded in part by Title IV-E, and enables students to complete the Foundation and Intermediate Curriculum (the first 30 credit hours of the program) over two calendar years. Eligibility for the Title IV-E program is limited to current employees of the Indiana Department of Child Services. Students begin the program by enrolling in their first courses during the second summer semester. Students are allowed to apply for one of the other IUPUI cohorts and will request IV-E status and funding. The schedule will then match the identified cohort.

### Curriculum

**Social work is a dynamic profession concerned with the changing needs of people and society. To respond to such needs, the curriculum of the School of Social Work undergoes continuing review by the faculty with the participation of students, members of the practice community, and others. Students must complete 60 credit hours of graduate-level course work in order to meet the minimum requirements for the Master of Social Work degree. All students complete a common 15 credit Foundation Curriculum and 15 credit Intermediate Curriculum that emphasize a generalist perspective for social work practice. The Intermediate Curriculum includes a one-semester practicum of a minimum of 320 clock hours. Following that, students complete a Concentration Curriculum that prepares them for advanced practice in child welfare, mental health and addictions, health, school social work, leadership or advanced generalist practice. The Concentration Practicum of a minimum of 640 clock hours is usually completed over two semesters.**

**All Foundation and Intermediate Curriculum course work must be completed before students are eligible to enroll in any required courses in the Concentration Curriculum.**

The overall objectives of the Foundation and Intermediate Curricula of the MSW program include development of

- basic, generalist competence applicable to a broad range of social work practice;
- basic competence at all levels: individual, family, groups, communities, and organizations;
- basic competence for practice in social service delivery systems.

The overall objectives of the Concentration Year include development of special competence in a concentration area.

Typical course arrangements for students admitted to the MSW program are shown below.

### Foundation Curriculum (15 cr.)

- S501 Professional Social Work at the Masters Level: An Immersion
- S502 Research I
- S503 Human Behavior & the Social Environment I
- S504 Professional Practice Skills I
- S505 Social Policy Analysis and Practice

### Intermediate Curriculum (15 cr.)

- S513 Human Behavior & the Social Environment II
- S514 Practice with Individuals, Families, and Groups I
- S516 Social Work Practice II: Organizations, Communities, and Societies
- S517 Assessment in Mental Health and Addictions
- S555 Social Work Practicum I (3 cr.)

### Concentration Curriculum (30 cr.) Child Welfare

- S618 Social Policy and Services II: Child Welfare
- S623 Practice Research Integrative Seminar I
- S632 Child Welfare Practice I: Working with Children Impacted by Violence in the Family
- S633 Child Welfare Practice II: Working with Diverse and Transitioning Families
- S634 Group and Community-Based Practice with Children and Families
- S636 Special Topics in Social Work Practice with Children and Families: Involuntary Populations, Addictions and Domestic Violence
- S651 Practicum II and S 652 Practicum III
- S661 Executive Leadership Practice

### School Social Work

- S616 Social Work Practice in Schools
- S 618 Social Policy and Services II: Schools
- S619 Social Work Practice with Children and Adolescents
- S623 Practice Research Integrative Seminar I
- S632 Child Welfare Practice I
- S651 Practicum II and S 652 Practicum III
- S661 Executive Leadership Practice
- 3 additional credit hours of other 600-level courses

### Leadership

- S618 Social Policy and Services II
- S623 Practice Research Integrative Seminar I (Program Evaluation)
- S651 Practicum II and S 652 Practicum III
- S661 Executive Leadership Practice
- S662 Fiscal Management and Resource Development
- S663 Leveraging Organizations, Communities, and Political Systems
- S664 Designing Transformational Programs

- 3 additional credit hours at the 600-level

### Mental Health and Addictions

- S618 Social Policy and Services II: Mental Health and Addictions
- S623 Practice Research Integrative Seminar I
- S651 Practicum II and S 652 Practicum III
- S661 Executive Leadership Practice
- S683 Community-Based Practice in Mental Health and Addictions\*
- S685 Mental Health and Addictions Practice with Individuals and Families
- S686 Social Work Practice: Addictions (3 cr.)
- S687 Mental Health and Addictions Practice with Groups

### Health

- S618 Social Policy and Services II: Health
- S623 Practice Research Integrative Seminar I
- S651 Practicum II and S 652 Practicum III
- S661 Executive Leadership Practice
- S692 Practice Skills for Health Care Settings
- S693 Practice with Individuals, Families & Communities in Healthcare Settings
- S694 Practice with Older Adults
- S696 Confronting Loss, Grief, Death and Bereavement

### Educational Requirements

Students are admitted on the assumption that they have the potential academic ability and personal suitability for completing the professional program in which they are enrolled. All students in the MSW program are expected to maintain the standards established by the School of Social Work and those held by the social work profession. In order to detect possible problems, the School of Social Work reviews students' performance periodically.

The Master of Social Work degree is recommended by the school and conferred by the university. Students must successfully complete 60 credit hours of required and elective courses carrying graduate credit. Each student is expected to follow the university and school schedules and dates for completion of requirements, including completion of all work within five calendar years from the time of first enrollment.

### Liability Insurance

Students are required to carry professional liability insurance. Under the school's blanket policy, the cost of insurance is included in the student's practicum course fee.

### Credit for Life Experience

Academic credit for life experience and previous work experience is not given in whole or in part toward the social work degree.

## Social Work PhD

### Ph.D. & Pre-Doc

- Ph.D. Admission

- Ph.D. Requirements

The Pre-Doc Exploratory Option allows prospective doctoral students to test their interest in and commitment to doctoral education. The program provides students with the time to gain the information and experience needed to make an informed decision about formal application to the program. This option permits qualified students to enroll in up to three of the school's regular Ph.D. foundation courses and to complete up to 9 credit hours of doctoral course work before deciding to apply formally to the program. If a student later applies and is accepted to the regular Ph.D. program, credits earned during the pre-doc phase will automatically apply toward the Ph.D. degree.

Participation in the Pre-Doc Exploratory Option does not guarantee acceptance into the PhD program. It does, however, provide a unique opportunity for students to explore that possibility. Courses counted toward the PhD degree must be completed within seven years of passing the required qualification examination.

Applicants to the Pre-Doc Exploratory Option should have earned master's degree in social work or a related field. Admission to the PreDoc Option is based on evaluation of:

1. An online application
2. A professional resume
3. Official copies of all baccalaureate-and master's-level transcripts. A graduate grade point average of at least 3.5 on a 4.0 scale is preferred.
4. At least one letter of reference
5. A sample of scholarly writing
6. A 500-word written statement that outlines the applicant's reasons for seeking enrollment in the Pre-Doc Exploratory Option

Applications for the Fall semester should be submitted by April 1st. PhD Students enrolled in the Pre-Doc Exploratory Option are strongly encouraged to complete S 718 and S 721 as part of their program of studies. The following is a list of other S 700 level courses:

- S710 Social Work Theories of Human and Social Behavior (3 cr.)
- S712 International Social Development in a Global Context (3 cr.)
- S718 Intermediate Statistics for Social Work (3 cr.)
- S720 Philosophy of Science and Social Work (3 cr.)
- S724 Theory, Practice, and Assessment of Social Work Teaching (3 cr.)
- S726 Advanced Social Work Research: Qualitative Methods (3 cr.)
- S727 Advanced Social Work Research: Quantitative Methods (3 cr.)
- S728 Advanced Statistics for Social Work
- S730 Proseminar on Social Work Policy Analysis (3 )

For additional information contact:

Margaret Adamek, PhD Program Director Education/  
Social Work Building 4138 Indiana University

School of Social Work 902 W. New York Street

Indianapolis, IN 46202-5154

Telephone: (317) 274-6730 E-mail: [madamek@iupui.edu](mailto:madamek@iupui.edu)

## Ph.D Admission Admission Requirements

All applicants to the PhD program must have a master's degree in social work or a related field. Admission to the PhD program is based on evaluations of

1. an online application
2. a professional resume
3. undergraduate and graduate transcripts
4. three letters of reference
5. an example of the applicant's scholarly writing
6. a 750-word statement of purpose
7. Graduate Record Examination General Test scores taken within the last five years
8. TOEFL scores for international applicants

### Application Deadline

Applications for the full-time PhD Program are due February 1 for admission in the following fall semester. For application materials and further information, write to:

PhD Admissions

Education/Social Work Building 4138 Indiana University

School of Social Work 902 W. New York Street

Indianapolis, IN 46202-5154

Telephone: (317) 274-6730 E-mail: [madamek@iupui.edu](mailto:madamek@iupui.edu)

## Ph.D Requirements Course Requirements

The student must complete a total of 90 credit hours, including dissertation and research internship. Candidates for the PhD degree may be granted up to 30 hours of graduate credit from other institutions as follows:

- Of the 30 graduate transfer credit hours counted toward the PhD degree in social work, 15 of these credits must be in an area directly related to research (e.g., research methods, statistics, a mentored research project, etc.).
- Of these 15 research-related credit hours, at least 6 credits must have been completed within three calendar years prior to the date the student enrolls in his/her first doctoral class following acceptance into the PhD program.
- All 15 research transfer credits must have been successfully completed as prerequisites for the two advanced research methods courses (S 726 and S 737), the Research Internship (S 725), and the advanced statistics course (S 728).
- Any or all of the 15 research transfer credits may be taken prior to acceptance into the PhD program and in addition to the 9 credit hours associated with the Pre-Doc Option.
- All students must have successfully completed a graduate-level statistics course within three calendar years prior to enrolling in the required advanced statistics course. Students who have completed a statistics course more than three years prior to enrolling in the advanced statistics course may petition the director of the PhD program to test out of this requirement.



- Any research transfer credits not completed prior to acceptance into the PhD program must be completed as part of the student's doctoral studies in accordance with the above provisions.
- Foundation research courses offered by the program include S 718, S 721, and S 790.

All courses credited toward the PhD degree must have a minimum grade of B and must receive written approval from the School of Social Work PhD Program Committee and the Dean of the University Graduate School. Specific program requirements include:

- professional social work component (33 cr.)
- specialization component (18 cr.)
- research component (21 cr.)
- research internship (6 cr.)
- dissertation (12 cr.)

All students in the PhD program, with the approval of the program director, will select 3 faculty members to serve as their academic advisors throughout their doctoral studies, one of whom will represent the student's area of specialization outside the School of Social Work.

### Qualifying Examination Process

The qualifying examination process is comprehensive and integrative in nature. Specific guidelines for the completion of the qualifying process are available from the PhD Program Director. Admission to Candidacy following the passing of the qualification examination and the completion of all course work, the student's advisory committee will submit a Nomination to Candidacy Form to the University Graduate School. Upon approval of the Dean, the student will be admitted to candidacy and awarded a Certificate of Candidacy.

### Research Proposal

After nomination to candidacy, the student, with the approval of the Program Director, will select a research committee of no fewer than four faculty members, including one member outside of the School of Social Work. This committee must approve the proposed dissertation topic.

### Final Examination

The final examination is the oral defense of the dissertation.

## e-Social Work Practice CT

The growth of technology innovation in social work practice is currently limited by many factors, including lack of training and lack of access. For example, more than 50% of rural areas in the United States have limited or no access to social work services. According to the Bureau of Labor Statistics, social work, including the delivery of tele-behavioral health services, is one of the fastest growing and demanded professions in the US, with a job outlook increase of 12% over the next ten years. The job outlook may very well increase beyond 12% due to the recent widening of telehealth acceptance and usage due to COVID – 19.

Prepares you to deliver technology-mediated social work practice in such careers as:

Geriatric case manager  
 Family service worker  
 Child protective services (CPS) social worker  
 Foster care social worker  
 Adult protective services agent  
 Youth services specialist  
 Developmental disabilities specialist  
 Clinical social worker  
 Alcohol and drug abuse specialist

## Student Learning Outcomes

### Ph.D. in Social Work

Five major curriculum components comprise the structure of the Ph.D. program. These components are designed both individually and as a strategically integrated course of study-to challenge and extend the knowledge and skills of doctoral students to the highest level.

- **Core Social Work Courses:** exploration and critical assessment of current knowledge and values
- **External Minor:** intensive and focused study through an academic discipline other than social work
- **Research Courses:** designed to build a mastery of quantitative and qualitative methods, measurement, and statistics
- **Research Internship:** investigation of viable research questions, typically tied to an on-going faculty research project
- **Dissertation:** the design, implementation and completion of an independent empirical study that extends the knowledge base of the social work profession

### Master of Social Work

The MSW program prepares graduates for:

- Providing counseling and support to individuals, families, groups and communities.
- Helping people with serious problems, such as those confronted with violence, financial hardship, social or emotional problems, substance abuse, legal matters, or health and disability challenges.
- Making connections with community resources and services.
- Conducting research, advocating for improved services, planning and policy development, or managing organizations.

### e-Social Work Practice Certificate

The e-Social Work Practice Certificate prepares graduates to:

- Respond to the specific challenges that e-social work poses, including ethical, legal, privacy, and other risk-management issues, to protect their clients and practice ethically
- Evaluate and analyze secure, HIPAA compliant video conferencing platforms used in e-social work and develop a practice model that includes a plan for managing privacy, information security, and mediating social presence through technology in social work.
- Gain familiarity with different online mediums through practice role-plays and online simulation-based learning opportunities.

## Courses

### Bachelor of Social Work

**SWK-S 100 Understanding Diversity in a Pluralistic Society (3 cr.)** Theories and models that enhance understanding of our diverse society. This course provides content about differences and similarities in the experiences, needs, and beliefs of selected minority groups and their relation to the majority group.

**SWK-S 141 Introduction to Social Work (3 cr.)** Examination of characteristics, function, and requirements of social work as a profession. Emphasis on ideological perspectives of the profession and the nature of professional function and interaction.

**SWK-S 180 Exploring Child Welfare in Indiana (3 cr.)** Provides a comprehensive overview of the child welfare system, with special emphasis on current child protection and child welfare services in Indiana. Students have the opportunity to explore careers working with children and families in the child welfare system. This course is a service learning course with a required component of a minimum of twenty hours of volunteer work in an identified social service agency in the child welfare system.

**SWK-S 200 Introduction to Case Management (3 cr.)** Explores current models of case management. It addresses emerging case manager's functions and roles within the contemporary network of human services. This is a required course to fulfill requirements for the Certificate on Case Management. It may also be taken as an elective.

**SWK-S 221 Human Behavior and Social Environment I: Individual Functioning (3 cr.)** Understanding of human behavior and the social environment as a basis for social work practice. Focuses on understanding the interaction between person and environment. Coverage of major theories of individual functioning, life cycle development, and the family context. Exploration of inequality, discrimination, and differential access to opportunities for diverse populations. SWK-S 141 or consent of instructor.

**SWK-S 231 Generalist Social Work Practice I: Theory and Skills (3 cr.)** P: or C: SWK-S 221. Development of a critical understanding of social work practice. It focuses on the beginning phase of the helping process and related skills. Topics include the nature of the helping relationship, NASW Code of Ethics, practice as it relates to oppressed groups, assessment, and practice evaluations.

**SWK-S 251 Emergence of Social Services (3 cr.)** P: SWK-S 141 or consent of the instructor. Examination of the evolution of social services in response to human needs and social problems as related to economic, political, and social conditions.

**SWK-S 280 Introduction to Field Experience (1-3 cr.)** P: Consent of the instructor. Introductory field experience for testing interest in a social work career. It is also required for non-social work students pursuing the Case Management Certificate.

**SWK-S 300 Computer Technology for Social Workers (3 cr.)** Broad overview of computer software applications and Internet and World Wide Web, with an emphasis on their utilization in the social work profession. Ethical and

social implications of computer technology for the social work profession, highlighting considerations specific to at-risk populations. Students may use this course to fulfill the computer course requirement or they may take it as an elective.

**SWK-S 300 Crisis Intervention (3 cr.)** Focuses on the increasing number of complex and painful personal, couple, family, and community crisis situations human service providers encounter in the course of service delivery. This is a required course to fulfill requirements for the Certificate on Case Management. It may also be taken as an elective.

**SWK-S 300 Developmental Issues for Gay, Lesbian, and Bisexual People (3 cr.)** Gay, lesbian, and bisexual (GL&B) people constitute an important presence in American society. They are denied full participation in a wide range of social institutions including family life, religion, education, employment, recreation, the military and many others. Serious issues related to lack of legal protection, violence, and limited political representation is analyzed.

**SWK-S 400 Developmental Issues for Gay, Lesbian, and Bisexual People (3 cr.)** Gay, lesbian, and bisexual (GL&B) people constitute an important presence in American society. They are denied full participation in a wide range of social institutions including family life, religion, education, employment, recreation, the military and many others. Serious issues related to lack of legal protection, violence, and limited political representation is analyzed.

**SWK-S 300 Statistical Reasoning in Social Work Practice (3 cr.)** Introductory statistics course is designed for students who wish to master some very important tools used by contemporary social work practitioners to better understand the world of practice. The primary purpose of the course is to enable students to gain an understanding of the basic principles that guide statistical reasoning, especially as they relate to making informed decisions about the quantitative aspects of their practice. Students will learn how to collect and organize data, examine it for patterns and relationships, and analyze it for purposes of drawing plausible and defensible conclusions.

**SWK-S 300 Global Society: Human, Economic, Social, and Political Issues (3 cr.)** The purpose of this course is to examine a range of issues including human rights, distribution of wealth, ethnic diversity, and social development, within the context of global interdependence. Problems of global poverty, social injustice, and inequality will receive special attention. These areas will be examined utilizing empowerment, strengths, and multicultural perspectives.

**SWK-S 400 Global Society: Human, Economic, Social, and Political Issues (3 cr.)** The purpose of this course is to examine a range of issues including human rights, distribution of wealth, ethnic diversity, and social development, within the context of global interdependence. Problems of global poverty, social injustice, and inequality will receive special attention. These areas will be examined utilizing empowerment, strengths, and multicultural perspectives.

**SWK-S 300 Working with Families (3 cr.)** Exploration of family relationships and roles in the twenty-first century.

Examination of challenges encountered by families across the family life cycle. This is a required course to fulfill requirements for the Certificate in Family Life Education. It may also be taken as an elective. Also available online at IUPUI.

**SWK-S 300 Family Life Education (3 cr.)** An understanding of the general philosophy and broad principles of family life education in conjunction with the ability to plan, implement, and evaluate such educational programs. This is a required course to fulfill requirements for the Certificate in Family Life Education. It may also be taken as an elective.

**SWK-S 433 Community Behavior and Practice within a Generalist Perspective (3 cr.)** P: All junior-level social work courses. C: SWK-S 400, SWK-S 472, and SWK-S 482. This course provides the theoretical foundation about community functioning and behavior and the knowledge and skills of community interventions geared to mitigate social, political, and economic injustice and bring social change.

**SWK-S 400 Family Life Education (3 cr.)** An understanding of the general philosophy and broad principles of family life education in conjunction with the ability to plan, implement, and evaluate such educational programs. This is a required course to fulfill requirements for the Certificate in Family Life Education. It may also be taken as an elective.

**SWK-S 322 Human Behavior and Social Environment II: Small Group Functioning (3 cr.)** P: SWK-S 221. Examination of the significance of the small group as context and means for social development of individuals and as agent of change in the social environment. Discussion of the individual as a member of a variety of groups, including the family. The course considers the formal organization as a composite of groups.

**SWK-S 423 ORGANIZATIONAL THEORY AND PRACTICE (3 cr.)** P: or C: SWK-S 322. This course provides a theoretical and conceptual foundation on community and formal organizations necessary to social work practice. Topics include conceptual approaches for understanding communities and organizations; community research; institutional discrimination; distribution of community resources; and power and control as they relate to oppressed groups.

**SWK-S 332 Generalist Social Work Practice II: Theory and Skills (3 cr.)** P: SWK-S 231 and SWK-S 251; P or C: SWK-S 352. C: SWK-S 381. Examination of middle and ending phases of the helping process and related skills. Topics include the helping relationship with various client system sizes; impact of agency policies and procedures upon practice and resolution of clients' problems; and practice evaluation.

**SWK-S 442 Practice-Policy Seminar in Fields of Practice (3 cr.)** P: 2 courses required SWK-S 433, SWK-S 472, and SWK-S 482. Addresses practice and policy issues in specific fields of practice such as child and family, aging, addictions, and developmental disabilities.

**SWK-S 352 Social Service Delivery Systems (3 cr.)** P: SWK-S251. Examination of policies, structures, and programs of service delivery systems at local, regional, and national levels with emphasis on relations among

such systems as formal organizations. Students acquire knowledge of the policy development process, which helps them establish beginning capacity for policy analysis and policy practice.

**SWK-S 371 Social Work Research (3 cr.)** P: Junior standing. Examination of basic research methods in social work, the relevance of research for social work practice, and the selection of knowledge for use in social work.

**SWK-S 472 Practice Evaluation (3 cr.)** P: SWK-S 371 and all other junior-level social work courses. C: SWK-S 433 and SWK-S 482. Develops the knowledge and skills necessary for students to evaluate their own practice with individuals, groups, communities, and organizations. The use of selected software is explored.

**SWK-S 381 Social Work Practicum I (4 cr.)** P: SWK-S 231 and SWK-S 251; P or C: SWK-S 352. C: SWK-S 332. Guided field practice experience (12 hours per week) for application of generalist practice concepts and principles and the development of basic practice skills. Students are to intern in a human service organization for a minimum of 240 clock hours, which includes a bimonthly seminar.

**SWK-S 482 Social Work Practicum II (5 cr.)** P: All junior-level social work courses. C: SWK-S 433 and SWK-S 472. Guided field practice experience (20 hours per week) for application of concepts and principles and development of skills for generalist practice with selected social systems. Students are to practice in a human service organization for a minimum of 320 clock hours.

**SWK-S 400 Practicum Seminar (1 cr.)** P: All junior-level social work courses. C: SWK-S 433, SWK-S 472, and SWK-S 482. Discussion of practice issues as experienced in SWK-S 482.

**SWK-S 490 Independent Study (1-6 cr.)** P: Permission of instructor. An opportunity to engage in a self-directed study of an area related to the school's curriculum in which no formal course is available.

**SWK-S 300 Sel Topics in Social Work (3 cr.)**

**SWK-S 400 Special Tpcs in Fields of Prac (1-6 cr.)**

### **M.S.W. Courses**

**SWK-S 501 Professional Social Work at the Master's Level: An Immersion (3 cr.)** This foundation course provides an overview of social work, including the definition, scope, history, ethics, and values of the profession. This course will provide basic orientation to the available resources and expectations of graduate education in general and the M.S.W. Program, in particular, all within the framework of the adult learner model. Students will develop basic communication, self-assessment, and reflection skills necessary for success in the M.S.W. Program. Students will have an opportunity to survey various fields of practice and will begin to identify personal learning goals for their M.S.W. education as well as develop a commitment to lifelong learning as a part of professional practice.

**SWK-S 502 Research I (3 cr.)** This foundation research course assists students in developing the knowledge, skills, and values necessary to evaluate the effectiveness of social work practice. Emphasis is placed on knowledge of qualitative and quantitative designs, methodologies, and techniques that inform students of best practices in

social work. Students will recognize the impact of ethnicity, gender, age, and sexual orientation on the research process and be able to critically review published studies with attention to researcher bias.

**SWK-S 503 Human Behavior in the Social Environment I (3 cr.)** This course provides content on the reciprocal relationships between human behavior and social environments. It includes empirically based theories and knowledge that focus on the interactions between and within diverse populations of individuals, groups, families, organizations, communities, societal institutions, and global systems. Knowledge of biological, psychological, sociological, cultural, and spiritual development across the lifespan is included. Students learn to analyze critically micro and macro theories and explore ways in which theories can be used to structure professional activities. Concepts such as person-in-environment are used to examine the ways in which social systems promote or deter human well-being and social and economic justice.

**SWK-S 504 Professional Practice Skills I (3 cr.)** This foundation practice course focuses on basic generalist theory and skills that are necessary when working with a wide variety of client systems: individuals, families, small groups, communities, and organizations. Students are expected to demonstrate competent use of the following skills: attending, establishing rapport, reflecting, summarizing, exploring, questioning, contracting, and establishing clear well-formed goals. In this course students will have opportunities to continue learning about themselves and will examine their personal values and any conflict between personal and professional values so the professional practice standards can be upheld.

**SWK-S 505 Social Policy Analysis and Practice (3 cr.)** This foundation policy course will focus on using several policy analysis frameworks to analyze current social policies and programs both at the state and federal levels and to develop policies that increase social and economic justice. Students will be expected to develop a range of policy practice skills to influence policy development within legislative, administrative, community, political, and economic arenas.

**SWK-S 513 Human Behavior and the Social Environment II (3 cr.)** This course builds upon S503 and focuses on developing further knowledge of human behavior theories and their application to practice. Students will link course content to the concentration that the student has selected.

**SWK-S 514 Practice with Individuals, Families and Groups I (3 cr.)** This course builds on the practice theories, principles, and skills introduced in S504 to prepare students for competent social work practice with individuals and families. A strengths perspective will be emphasized, and students will be introduced to the fundamental components of the task-centered and solution-focused approaches to practice. The transtheoretical model of change will be presented, and students will develop skills that will empower individuals and families to engage in the process of change. Students will be prepared to complete assessments and to use intervention skills that will serve diverse populations with specific attention to gender, class, race, and ethnicity.

**SWK-S 516 Practice with Organizations, Communities, and Societies II (3 cr.)** This course is concerned with

helping communities and other social units to empower themselves and eradicate oppressive situations and practices through networking, political participation, leadership development, mobilization, utilization of resources, and other strategies and techniques.

**SWK-S 555 Social Work Practicum I (3 cr.)** The M.S.W. Social Work Practicum I is an educationally directed practice experience under the direct supervision of an approved field instructor. The assigned faculty liaison oversees the practicum to ensure that course objectives have been met. The practicum provides opportunities for the application and integration of classroom concepts and principles for the development of core skills in generalist social work practice with selected social systems using a strengths perspective. It builds upon the knowledge and skills learned and developed during the immersion and intermediate course work of the program. Learning opportunities emphasize the values and ethics of the profession, foster the integration of empirical and practice-based knowledge, and promote the development of professional competence. Field education is systematically designed, supervised, coordinated, and evaluated on the basis of criteria by which students demonstrate the achievement of program objectives. The Field Practice Seminar is designed to assist students in integrating classroom learning with the experience of an internship. Students will also be introduced to assessment systems including the DSM and SWOT. The seminar provides a supportive setting for students to discuss practice issues raised in the field placement related to their Learning Agreement and field experience. This involves recognizing/exploring professional and personal biases, discussing ethical dilemmas and supervisory issues, and increasing cross-cultural competencies.

**SWK-S 623 Practice Research Integrative Seminar I (3 cr.)** This course furthers the knowledge, skills, and values students develop in the foundation-year research course. Students will apply their knowledge and skills in research to evaluate practice or program effectiveness in their concentrations, using research methods that are sensitive to consumers' needs and clients' race, ethnicity, gender, sexual orientation, and additional aspects important to effective and ethnicity research.

**SWK-S 632 Child Welfare Practice I: Working with Children Impacted by Violence in the Family (3 cr.)** This course is designed to provide practice skills for students working with children and families impacted by abuse, neglect, or family violence. The course is designed to cover the scope, causes, and consequences of child physical, emotional, and sexual abuse and neglect and applications of this knowledge in a wide range of settings that deal with children and families as well as formal child protection services. Students will learn about the dynamics and indicators of maltreatments, etiology of child abuse and neglect, assessing risk, the continuum of intervention from prevention through intervention and future planning, out-of-home placement considerations, and the issues impacting particular oppressed and underserved populations. The focus of this course will be on how to work effectively with clients to achieve the goals of safety, permanency, and well-being.

**SWK-S 633 Child Welfare Practice II: Working with Diverse and Transitioning Families (3 cr.)** This course will focus on the experiences of children and families in

the child welfare system. Content will include interventions with families through all stages of change including preparation for change, separation and loss, the changed family system, reintegration as children transition into a family, and adolescents transitioning into independent living. Content will include the impact on families when the natural cycle of family development is disrupted. Special consideration will be given to various family types including adoptive, foster care, kinship, extended, single parent, multigenerational, and homosexual families. Practice content will emphasize strengths based and family-centered approaches and include knowledge and skill development to help children and families work through their family and personal crisis and grief in a timely manner to achieve permanency for children in safe and nurturing environments within 12 months after separation.

**SWK-S 634 Community-Based Practice with Children and Families (3 cr.)** This course will examine the development and implementation of a wide range of prevention and intervention strategies provided at the community level. Special attention will be given to the philosophy of empowerment-oriented and client-driven service models. The course will explore the community as a resource and discuss strategies of collaboration and advocacy to enhance the well-being of children and families. Issues explored will include services for families and children to prevent out-of-home placement or involvement in other formal child protection/juvenile justice services, such as models of community-building, youth development, and family group conferencing/restorative justice. This course will also provide content on mutual aid and self-help groups to support and educate children and families on issues such as parenting, domestic violence, and abuse.

**SWK-S 661 Executive Leadership Practice (3 cr.)** This course addresses administrative, management, leadership, and supervisory skills necessary for leadership practice. Included are staff hiring, supervision, evaluation, and termination; working with boards and volunteers, leadership styles, strategic planning, and current best practices in administration.

**SWK-S 662 Fiscal Management, Marketing, and Resource Development (3 cr.)** This course consists of three modules designed to develop core skills in fiscal management (including issues of budgeting, understanding balance sheets, audits, and theories of accounting); resource development (including fund raising, grant writing, and personnel policies), and marketing for social work leaders.

**SWK-S 663 Leveraging Organizations, Communities, and Political Systems (3 cr.)** This course focuses on the knowledge and skills essential for understanding, analyzing, and application in organizations, communities, and political arenas. Such knowledge and skills include, but are not limited to organizational theories, structures, and processes; examination and application of rural, urban, and virtual community models, themes and practices; and understanding and involvement in political, social action, and social change interventions and empowerment practices.

**SWK-S 687 Mental Health and Addiction Practice with Groups (3 cr.)** Students enrolled in this course develop

professional knowledge and skills for group work services to persons affected by mental health and addictions issues. The phases of group development and intervention during the various group work stages provide a conceptual framework for the course experience. Students learn to serve children, youth, adults, and families in groups that are therapeutic, growth producing, and life enhancing. Students examine a number of theoretical perspectives, including cognitive behavioral, communications, behavioral, and interpersonal approaches.

**SWK-S 664 Designing Transformational Programs (3 cr.)** This course focuses on alternative, transformational models of strategic, community, and program planning. Featured development models center on collaboration, cultural competence, empowerment, and social justice. The course will address advanced grant writing, identification of funding and other resources, and philanthropic trends within a variety of social service delivery systems. It will move beyond a focus on the technology of program development, to examine planning as a vehicle for designing organizational, community, and social change.

**SWK-S 672 Families, Theories, and Culture (3 cr.)** This course is designed to enhance student ability to assess and intervene with families in a culturally sensitive way from a strengths-oriented perspective. It examines the cultural context of families from a multidimensional perspective including race, ethnicity, age, gender, sexual orientation, religion, education, economics, and regional background. This course overviews the major theories of family intervention and discusses how students can apply family theory into practice situations.

**SWK-S 673 Couples and Families Interventions I (3 cr.)** This course provides in-depth discussion of ways to intervene with individuals on family-of-origin issues, couples at different stages of family development, parents with children at different ages, and the family as part of a larger social context utilizing a strengths perspective.

**SWK-S 674 Couples and Family Interventions II (3 cr.)** This course emphasizes family interventions on a variety of family challenges often seen in family agencies (substance abuse, violence, physical illness, mental illness, family life cycle disruption, etc.). The course reviews assessment and intervention strategies and how to build skills with a variety of family issues.

**SWK-S 683 Community-Based Practice in Mental Health and Addiction (3 cr.)** Students enrolled in this course examine a wide range of community-based services provided for people with severe mental illness and/or severe addiction problems. Special attention is given to strength-based, client-driven, and evidence-based practice models. Content includes community-based services in areas of case management, employment, housing, illness management, family, dual disorder treatment, and consumer self-help. Students also examine a variety of issues involved in the provision of community-based services such as ethical and legal issues, quality and continuity of care, cultural competency, organizational and financial factors, and other relevant policy and practice issues.

**SWK-S 685 Mental Health and Addictions Practice with Individuals and Families (3 cr.)** Students enrolled in this course develop knowledge, values and ethics, skills,

and judgment necessary for competent application of selected evidence-based, best practice approaches for service for children, youth, adults, and families affected by mental health and addictions issues. Students explore topics such as risk and resilience, recovery, and relapse prevention, and consider implications of current social and policy factors affecting service delivery to persons affected by mental health and addictions issues. Students learn to discover, analyze, synthesize, and evaluate evidence of practice effectiveness and apply that knowledge in communication, strengths discovery and assessment, hypothesis formation, contracting, intervention and prevention planning, service delivery, and evaluation. Students develop professional understanding and expertise in the application of at least one evidence-based approach for service to individuals and families affected by at least one specific mental health or addictions issues.

**SWK-S 686 Social Work Practice: Addictions (3 cr.)**

The purpose of this course is to provide learners with knowledge and skills relevant to various aspects of social work practice in prevention, intervention, and treatment of selected addictions. Students draw upon previous and concurrent learning experiences and integrate values, knowledge, and skills acquired in other social work courses with the values, knowledge, and skills characteristic of addictions practice. The course assists students to develop a multidimensional understanding of prevention, intervention, and treatment needs of diverse populations and associated social work practice principles, methods, and skills. Students explore the relationships between and among addiction and socioeconomic status, race, ethnicity, culture, religion, gender, sexual orientation, age, physical and mental ability, and other socio-environmental factors of vulnerability. Consistent with strengths and ecosystems perspectives, students consider the impact of social environments, physical settings, community contexts, and political realities that support or inhibit the emergence of addiction problems.

**SWK-S 692 Health Care Practice I (3 cr.)** This course will focus on the role of the social worker in a health care setting. Issues such as team building, professional identity, patient advocacy, ethics, and managed care will be addressed. Also, the impact of health care payment sources and health care choices for patients will be explored.

**SWK-S 693 Health Care Practice II (3 cr.)** This course will examine the psychosocial impact of illnesses. Areas such as coping with chronic illness, caregiver stress, grieving and loss, medical ethics, and violence as a health care issue will be examined. The needs of at-risk populations (i.e., children, survivors of sexual assault and domestic violence, frail elderly, individuals living with HIV/AIDS, etc.) will be addressed.

**SWK-S 651 Concentration Practicum II (4 cr.)** Taken with S652, Practicum III. These courses together provide an in-depth practicum experience for M.S.W. Concentration students under the guidance and supervision of an approved field instructor. A faculty field liaison oversees the practica. Students complete both courses in the same agency although the students may use multiple departments or programs as sites for learning experiences. Practicum II and III build upon and deepen the practicum experiences and classroom knowledge gained in the intermediate year. The practicum courses

provide students with experiences in the aforementioned curricular emphasis areas, which support the processes of synthesis, application, critical analysis, and evaluation of knowledge using a strengths perspective. The field practice seminar integrates concentration classroom learning with the experience of an internship. Students have the opportunity to apply their basic knowledge of group process as well as practice group leadership skills. This seminar will assist students in the identification and examination of significant practice and professional issues that occur in the last phase of the M.S.W. Program. A major instructional goal of the practicum is to increase students' competence in understanding and dealing with cross-cultural issues. Information and resources on diversity are discussed and applied in seminar and field placement, and students are encouraged to further explore and increase their own competence in dealing with cross-cultural issues. It is expected that students will develop an awareness of their own privilege in relationship to their client systems. Further, students are expected to use advocacy skills in a cultural context and carry these skills into action in their agencies and the wider community.

**SWK-S 652 Practicum III (5 cr.)** Taken with S651, Concentration Practicum II. These courses together provide an in-depth practicum experience for M.S.W. Concentration students under the guidance and supervision of an approved field instructor. A faculty field liaison oversees the practica. Students complete both courses in the same agency although the students may use multiple departments or programs as sites for learning experiences. Practicum II and III build upon and deepen the practicum experiences and classroom knowledge gained in the intermediate year. The practicum courses provide students with experiences in the aforementioned curricular emphasis areas, which support the processes of synthesis, application, critical analysis, and evaluation of knowledge using a strengths perspective. The field practice seminar integrates concentration classroom learning with the experience of an internship. Students have the opportunity to apply their basic knowledge of group process as well as practice group leadership skills. This seminar will assist students in the identification and examination of significant practice and professional issues that occur in the last phase of the M.S.W. Program. A major instructional goal of the practicum is to increase students' competence in understanding and dealing with cross-cultural issues. Information and resources on diversity are discussed and applied in seminar and field placement, and students are encouraged to further explore and increase their own competence in dealing with cross-cultural issues. It is expected that students will develop an awareness of their own privilege in relationship to their client systems. Further, students are expected to use advocacy skills in a cultural context and carry these skills into action in their agencies and the wider community.

**SWK-S 680 Special Social Work Practicum (1-9 cr.)** An educationally directed field experience in addition to the required practicum courses.

**SWK-S 690 Independent Study (1-6 cr.)** An opportunity to engage in a self-directed study of an area related to the school's curriculum in which no formal course is available. (In order to enroll in S690, approval from an

academic advisor and the director of the M.S.W. Program is required.)

**SWK-S 600 Elective (3 cr.)** Electives Vary in subject matter. Scheduling of these courses will be announced prior to semester registration.

**SWK-S 517 Assessment in Mental Health and Addictions (3 cr.)** Recognizing the social, political, legal, and ethical implications of assessment, students enrolled in this course critically examine various conceptual frameworks and apply bio-psychosocial and strengths perspectives to understand its multidimensional aspects. Students learn to conduct sophisticated mental status and lethality risk interviews, engage in strengths and assets discovery, and apply the Diagnostic and Statistical Manual of the American Psychiatric Association and other classification schemes in formulating assessment hypotheses. They gain an understanding of the application of several relevant assessment instruments and learn to evaluate their relevance for service to at-risk populations, including persons affected by mental health and addictions issues. Students learn to collaborate with a diverse range of consumers and other professionals in developing meaningful assessments upon which to plan goals, intervention strategies, and means for evaluation.

**SWK-S 616 Social Work Practice in Schools (3 cr.)** This advanced level practice course is designed to provide students with an overview of contemporary social work practice in school settings. Specific topical areas include the historical and contemporary contexts of social work service in school settings, legal mandates for social work practice in schools, social policies and trends in education affecting school settings and social work practice in schools, preventive and intervention methods and roles applicable to diverse populations in school settings, research issues and practice effectiveness, and multiculturalism and diversity issues in social work practice in schools.

**SWK-S 618 Social Policy and Services (3 cr.)** A group of courses covering topics or content including social problems, special populations, particular social service delivery areas, and social indicators that predict areas of future social policy transformations.

**SWK-S 619 Social Work Practice with Children and Adolescents (3 cr.)** This course is designed to develop and broaden student knowledge and skill in direct practice with children and adolescents. Social work practice will be examined within the context of meta-frameworks that include developmental stages/tasks, sexual development and orientation, gender issues, family context, culture, larger environmental systems, discrimination/oppression, and legal rights and responsibilities. Emphasis will be placed on practice methods including assessment, interviewing, comparative treatment models, and practice with special populations.

#### **Ph.D. Courses**

**SWK-S 700 Integrative Seminar (3 cr.)** P: Completion of specialization requirements, or consent of instructor. This seminar is scheduled at the conclusion of the didactic component of the program and is intended to provide an opportunity for students to examine within the context of a social work perspective the relevant research and practice issues that have emerged as a consequence

of having participated in an educational program that includes content taken both within and outside the School of Social Work.

**SWK-S 710 Social Work Theories of Human and Social Behavior (3 cr.)** This seminar focuses on the converging forces that have shaped the development, dissemination, and utilization of the human behavior knowledge base of social work. It specifically examines the social and behavioral science theory and research that provide the foundation for social work practice across a variety of system levels.

**SWK-S 718 Intermediate Statistics for Social Work (3 cr.)** Students will learn selected parametric and non-parametric statistics to examine research problems. Included in the learning process are hand computations of statistics, development of skills in using a comprehensive computer statistics package, and selection of statistical techniques based on levels of measurement and analyses of the assumptions of statistics.

**SWK-S 720 Philosophy of Science and Social Work (3 cr.)** This course examines the nature and sources of social work knowledge and considers a range of epistemological issues involved in the selection, development, evaluation, and use of knowledge for social work.

**SWK-S 721 Preparing to Publish: Seminar in Advanced Scholarship Skills (3 cr.)** This course prepares doctoral students for academic scholarship. Topics include expectations and standards for scholarly discourse, critical and analytic thinking skills, logical argument, scholarly writing publication, and the development of a research agenda. Web-based peer and instructor review of successive drafts of writing assignments culminate in a synthesized review of literature.

**SWK-S 724 Theory, Practice, and Assessment of Social Work Teaching (3 cr.)** This course prepares doctoral students to effectively and competently teach social work courses. Content includes teaching philosophies; curriculum and syllabus development; teaching methods; technology related to teaching; assessment, testing, and evaluation of students; and research related to teaching.

**SWK-S 725 Social Work Research Internship (6 cr.)** P: SWK-S 720, SWK-S 721, a foundation statistics course, and at least one of the following: SWK-S 710, SWK-S 730, or SWK-S 740. This supervised field internship provides practical experience in conducting research relevant to social work practice. Students participate in a new or ongoing faculty-supervised research project involving the design and implementation of a study, including the collection and analysis of data and the development of appropriate research reports. May be registered for up to three times.

**SWK-S 726 Advanced Social Work Research: Qualitative Methods (3 cr.)** This course provides an opportunity for students to initiate a research project using qualitative research methods. Topics covered will include developing the research question, exploring the literature, writing an interview guide, interviewing, analyzing data,

computer analysis, writing reports, subjectivity and bias, ethics, role of theory, trustworthiness, and audits.

**SWK-S 727 Advanced Social Work Research:**

**Quantitative Methods (3 cr.)** This course on quantitative research explores the similarities and differences in the various research methods and provides an opportunity to formulate and test a research question. Students will formulate and refine a research question based on interest and a thorough review of the literature. They will learn how to choose an appropriate design for answering testable problems, questions, or hypotheses. The role of theory, fundamentals of sampling, the role of informants, and steps of preparatory work will be explored. Students will generate, test, and refine interview questions or instruments appropriate to their chosen design. They will identify potential funding opportunities and current research through online data searches. Computer demonstrations and experiential computer exercises will expose students to research software and available databases. At the conclusion of the semester, students will have developed a research proposal and field tested their data collection instruments.

**SWK-S 728 Advanced Statistics for Social Work (3 cr.)**

Students in this course learn how to evaluate statistical assumptions and select, compute, and substantively interpret a variety of multivariate statistics, using SPSS (Statistical Package for the Social Sciences) to analyze actual social work research data. Online resources, Web-based materials, and model applications of the statistics support students' learning.

**SWK-S 730 Pro-seminar on Social Work Policy**

**Analysis (3 cr.)** This seminar focuses on the development and application of analytical tools necessary to critically examine and evaluate social policy theory and research germane to social work, including the values and ideologies that under gird social problem construction, social policy creation, and social program design. Specific attention is devoted to the application of this schema for diverse populations.

**SWK-S 740 Social Work Practice: Theory and**

**Research (3 cr.)** This seminar provides students opportunities to refine the knowledge, skill, and judgment necessary for competent analysis and evaluation of various aspects of social work practice. During the seminar, students conduct an intensive analysis of the effectiveness of practice services to a distinct at-risk population affected by a contemporary social problem.

**SWK-S 790 Special Topics in Social Work Practice, Theory, and Research (1-3 cr.)**

P: Approval by appropriate instructor. This course provides students with an opportunity to engage in focused study of a substantive area of social work practice directly related to the student's identified area of theoretical and research interest. It is completed with the approval and under the guidance of a member of the Ph.D. faculty.

**SWK-S 800 Ph.D. Dissertation Research (12 cr.)**

Students must be continually registered for dissertation credits every Fall and Spring semester once they are admitted to candidacy up to a total of 12 credits of S800. Students do not need to register for dissertation credits in the summer unless they graduate in the summer. You are

considered graduated when you deposit your final bound dissertation with the Graduate School.

**SWK-G 901 Advanced Research (6 cr.)**

**SWK-S 791 Integrative Seminar I (1.5 cr.)** This course acquaints incoming doctoral students with campus resources for graduate students and with the expectations for doctoral education, including the policies, procedures, and academic standards of the Graduate School and of the School of Social Work. Students register for this seminar in their first semester.

**Labor Studies**

**Core Courses**

**LSTU-L 199 Portfolio Development Workshop (1 cr.)**

Emphasis for this course is placed on developing learning portfolios as foundation documents for academic self-assessment and planning and as applications for Prior Learning Assessment.

**LSTU-L 100 Survey of Unions and Collective Bargaining (3 cr.)**

This course includes coverage of historical development, labor law basics, and contemporary issues. It also discusses a survey of labor unions in the United States, focusing on their organization and their representational, economic, and political activities. (Core Course)

**LSTU-L 101 US Labor History (3 cr.)**

This course explores the struggles of working people to achieve dignity and security from social, economic, and political perspectives. It also explores a survey of the origin and development of unions and the labor movement from colonial times to the present. (Core Course)

**LSTU-L 290 Topics in Labor Studies (1-3 cr.)**

This is a variable-title course. L290 can be repeated for credit with different subjects. The transcript will show a different subtitle each time the course is taken. Some courses focus on contemporary or special areas of labor studies. Others are directed toward specific categories of employees and labor organizations. See the list below or inquire at [iulabor@iupui.edu](mailto:iulabor@iupui.edu) Can be repeated for credit with different subjects. The transcript will show a different subtitle each time the course is taken.

**LSTU-L 104 Labor History (3 cr.)**

This course serves as an orientation for the study of labor history. It explores both critical and historical methodologies based on primary and secondary sources, biases, and interpretations. Discussion focuses on selective questions and events.

**LSTU-L 110 Introduction to Labor Studies (3 cr.)**

This course introduces students to the interdisciplinary and advocacy approach of labor studies Exploring labor's role in society, the class will look at how unions have changed the lives of working people and contributed to better social policies. Discussions will highlight the relationship of our work lives to our non-work lives and will look at U.S. labor relations in a comparative framework

**LSTU-L 200 Survey of Employment Law (3 cr.)**

This course explores statutes and common law actions protecting income, working conditions, and rights of workers. Topics include workers' compensation, unemployment compensation, fair labor standards, social



security, retirement income protection, privacy, and other rights. (Core Course)

**LSTU-L 201 Labor Law (3 cr.)** A survey of the law governing labor-management relations. Topics include the legal framework of collective bargaining; problems in the administration and enforcement of agreements; protection of individual rights to representation. (Core Course)

**LSTU-L 203 Labor and the Political System (3 cr.)** Federal, state, and local governmental effects on workers, unions, and labor-management relations; political goals; influences on union choices of strategies and modes of political participation, past and present; relationships with community and other groups. (Core Course)

**LSTU-L 205 Contemporary Labor Problems (3 cr.)** This course examines some of the major problems confronting society, workers, and the labor movement. Topics may include automation, unemployment, international trade, environmental problems, minority and women's rights, community relations, and changing government policies.

**LSTU-L 210 Workplace Discrimination and Fair Employment (3 cr.)** Examines policies and practices that contribute to workplace discrimination and those designed to eliminate discrimination. Explores effects of job discrimination and occupational segregation. Analyzes Title VII, ADA, and related topics in relation to broader strategies for addressing discrimination. (Core Course)

**LSTU-L 220 Grievance Representation (3 cr.)** Union representation in the workplace. The use of grievance procedures to address problems and administer the collective bargaining agreement. Identification, research, presentation, and writing of grievance cases. Analysis of relevant labor law and the logic applied by arbitrators to grievance decisions. (Core Course)

**LSTU-L 230 Labor and the Economy (3 cr.)** Analysis of the political economy of labor and the role of organized labor within it. Emphasis on the effect of unemployment on workers, unions, and collective bargaining; investment policy and changes in technology and corporate structure. Patterns of union political and bargaining responses. (Core Course)

**LSTU-L 240 Occupational Health and Safety (3 cr.)** Elements and issues of occupational health and safety. Emphasis is on the union's role in the implementation of workplace health-and-safety programs, worker and union rights, hazard recognition techniques, and negotiated and statutory remedies—in particular the OSHA Act of 1970.

**LSTU-L 250 Collective Bargaining (3 cr.)** The development and organization of collective bargaining in the United States, including union preparation for negotiations, bargaining patterns and practices, strategies and tactics, economic and legal considerations. (Core Course)

**LSTU-L 251 Collective Bargaining Laboratory (1-3 cr.)** P: or C: LSTU-L 250.  
Designed to provide collective bargaining simulations and other participatory experiences in conjunction with L250.

Student must be currently enrolled or have taken L250. (Core Course)

**LSTU-L 255 Unions in State and Local Government (3 cr.)**

Union organization and representation of state and municipal government employees, including patterns in union structure, collective bargaining, grievance representation, and applicable law. (Core Course)

**LSTU-L 260 Leadership and Representation (3 cr.)**

Organizational leadership issues for union, community, and other advocate organizations. Analyzes leadership styles, membership recruitment, and leadership development. Examines the role of leaders in internal governance and external affairs including committee building, delegation, negotiations, and coalition building. (Core Course)

**LSTU-L 270 Union Government and Organization (3 cr.)**

This course provides an analysis of the growth, composition, structure, behavior, and governmental processes of U.S. labor organizations, from the local to the national federation level. It considers the influence on unions of industrial and political environments; to organizational behavior in different types of unions; and to problems in union democracy. (Core Course)

**LSTU-L 280 Union Organizing (3 cr.)**

Explores various approaches and problems in private and public sector organizing. Traditional approaches are evaluated in light of structural changes in labor markets and workforce demographics. Topics range from targeting and assessments, to committee building and leadership development.

**LSTU-L 190 The Labor Studies Degree (1 cr.)** Required for all Labor Studies program majors. This course introduces the Labor Studies degree and the knowledge and skills needed by students to progress toward a degree in a reasonable time frame. Students will learn how to build a plan of study that takes advantage of both credit for prior learning and new learning opportunities.

**LSTU-L 231 Globalization and Labor (3 cr.)**

This course explores the globalization of trade, production, and migration and the effects of these processes on American workers. Through reading, discussion, and problem formation, students will critically think about the ways global processes and policies impact American workers' daily lives, analyze existing historical and current justifications for offshore production and the dismantling of barriers to trade and investment and explore alternatives to these policies. (Core Course)

**LSTU-L 285 Assessment Project (1 cr.)**

Capstone experience for associate degree students. (Core Course)

**LSTU-L 271 Framed: Labor and the Media (1 cr.)**

This course examines media (and, in turn, public) understanding of the U.S. labor movement and analyzes reaction to some specific, highly publicized strikes. News media have rarely served as independent storytellers of strikes. Instead, they have told stories that are aligned with the generally antilabor interests of corporate America

(including their publishers and parent media corporations). Even among more liberal media, "ordinary" workers are often portrayed as a passive mass that is controlled and directed by unions and labor leaders. It is rare to see any news outlet sympathetic to the beliefs and causes of labor or to striking workers. This course will be driven by the overarching question of why that might be.

**LSTU-L 272 White Privilege in the Workplace: Origins, Culture, and Ideology (1 cr.)** This course explores the origins of white privilege from the era of industrialization and the rise of the factory system in the US, the manifestations of white privilege in today's workplace and the mechanisms by which white privilege creates workplace advantages and inequalities. The foundational materials include the scholarship of W.E. B. DuBois (1925), David Roediger (1999-2005), Herbert Gutman (1973), Edgar Schein (1990) and Nkomo (2014). The interrogation of white privilege in the workplace is viewed through the lens of organizational analysis and political economy theory.

**LSTU-L 275 Protecting Workers' Rights in Global Supply Chains (3 cr.)** This course explores the impact of global supply chains (GSCs) on workers' abilities to maintain adequate living standards, the regulatory frameworks under which trade, investment and taxation occur, and the strategies/tactics workers can use to create an alternative governing structure which promotes sustainable work and development within the GSC. (Core Course)

**LSTU-L 289 Work Like A Girl: Women's Evolving Workplace Role (3 cr.)** This course, situated in political economy theory of discrimination, interrogates workplace challenges women experience. Discussions include women's position and participation in the workforce within the context of race, class, and gender. Strategies and initiatives to correct gender and wage disparities, job insecurity, and sexual harassment and create inclusive workplaces follows.

**LSTU-L 291 The Bully in the Workplace (1 cr.)** This one (1) credit will examine the dynamics of workplace bullying. We will analyze the factors that contribute to bullying in the workplace. We will examine the types of personalities that allows bullies to perpetrate the harm and how bullies threaten, intimidate, humiliate, and sabotage both targets and workplace productivity.

**LSTU-L 292 Preventing Sexual Harassment (1 cr.)** This one-credit course will briefly examine all aspects of workplace and academic sexual harassment, including but not limited to definitions, history, federal and state law, EEOC guidelines and procedures, employer and school liability, personnel, school and contract language and policies, and personal perspectives. Reasons for and solutions to workplace and academic sexual harassment will be discussed.

**LSTU-L 293 Family Medical Leave (1 cr.)** This class will examine the 1993 Family Medical Leave Act law that has given employees new rights to request leave from their employer. We will review the history of the passage of the FMLA and will examine maternity leave, parental leave, sick leave, and protections for disabled workers in US and other countries.

**LSTU-L 294 Staffing as a Safety Issue (3 cr.)** Health Care Staffing and Total Worker Health will explore the theory and practice of workforce staffing in health care considering the impact of health care management decisions related to staffing on quality of care for patients and occupational health for workers. Theoretical perspectives, research, union contracts and definitional constructs will be examined and discussed. Participants will work in individually and in pairs to research and explore health care staffing in specific segments of the health care industry and propose an action research project as a synthesis of their learning.

**LSTU-L 295 Crisis in Public Education (1 cr.)** This course considers ways in which educational researchers and policymakers have identified, examined, and sought to address the goals and challenges of preK-12 public education in the United States. Key characteristics include accountability and testing; desegregation and diversity; school choice and the impact of charter schools; and teachers alternative certification programs. Designed to encourage a wide range of viewpoints, the course readings reflect a variety of disciplines including political science, public policy, sociology, anthropology, education, and media reports.

**LSTU-L 296 Preventing Workplace Violence (1 cr.)** This course will examine the causes, preventions, and individual risks for workers from the real/perceived threat of violence in the workplace. We will identify behavioral, environmental, and administrative factors that contribute or prevent the incidents of violence in the workplace.

**LSTU-L 297 Strike: Labor Revolt in America (1 cr.)** This course explores the strike as a mechanism of worker power and worker threat in American culture. Through readings and discussion, the unequal balance of power between labor and management is the backdrop for worker action necessitated by the inadequacy of protective worker legislative, deregulation, and continued corporate assaults of workers and their well-being.

**LSTU-L 298 American Dream in an Age of Decline (3 cr.)** American Dream in an Age of Decline is the interdisciplinary exploration of frameworks within which the notion of the American Dream has been constructed and changed over time in relation to the working class. What is the American Dream? How do the dreamers envision equality in their societies? How do perceptions of and struggles for equality impact definitions of success and happiness? There is no simple response that would be sufficient to these questions. In this course, we will examine what has happened to the American Dream and the life chances of working people. We will focus on the present state of working Americans and see how the standard of living for Americans has been affected (defined) by the larger social, political, and economic environments.

### Advanced Courses

**LSTU-L 314 Ethical Dilemmas in the Workplace (3 cr.)** The course explores the fundamental basics for ethical decision making in a workplace, both unionized and nonunionized. We will discuss specific considerations for making moral judgments within the work environment and explore the basis upon which those decisions are made.

**LSTU-L 315 The Organization of Work (3 cr.)**

Examines how work is organized and jobs are evaluated, measured, and controlled. Explores social and technical elements of work through theories of scientific management, the human relations school of management, and contemporary labor process literature.

**LSTU-L 320 Grievance Arbitration (3 cr.)**

P: Recommended only after L220 or with permission of instructor. The legal and practical context of grievance arbitration, its limitations, and advantages in resolving workplace problems. Varieties of arbitration clauses and the status of awards. Participants analyze, research, prepare, and present cases in mock arbitration hearings. (Recommended only after L220 or with permission of instructor.)

**LSTU-L 330 Global Comparisons: Labor Relations Examples from Three Continents (3 cr.)**

This course uses a political economy framework to explore and compare countries' systems of labor relations, drawing from at least three continents. It analyzes the diverse approaches to the structure of twenty-first century labor law and social policy. It focuses on the role of organized labor in the global economy, patterns of breakdown in the enforcement of labor and employment law, and union and nonunion political and bargaining responses.

**LSTU-L 331 Global Problems, Local Solutions (3 cr.)**

This course addresses local manifestations of global problems confronting society, workers, and the labor movement. Students will cooperatively analyze issues, propose potential solutions, and engage in activities or practices that address globally driven local issues. Students will identify governmental, non-governmental, and charitable organizations that aid in ameliorating local problems. As a final project, students will design collaborative solutions based on our contemporary global situation in which work is characterized by flexibility, insecurity, and geographic mobility.

**LSTU-L 350 Issues in Collective Bargaining (3 cr.)**

Readings and discussion of selected problems. Research paper usually required.

**LSTU-L 360 Union Administration and Development (1-3 cr.)**

This course covers practical and theoretical perspectives on strategic planning, budgeting, and organizational decision making. It addresses the needs and problems of union leaders by studying organizational change, staff development, and cohesiveness within a diverse workforce. This course may be repeated for up to 3 credits with department approval.

**LSTU-L 370 Labor and Religion (3 cr.)** This course has primarily an historical focus. It looks at the relationship between religion and the labor movement as it developed in the United States over the course of the 19th and 20th centuries. It attempts to uncover the tradition in which workers of faith have connected their religious values to their more secular concerns for social justice.

**LSTU-L 380 Theories of the Labor Movement (3 cr.)**

Perspectives on the origin, development, and goals of organized labor. Theories include those that view the labor movement as a business union institution; an agent for social reform; a revolutionary force; a psychological

reaction to industrialization; a moral force; and an unnecessary intrusion.

**LSTU-L 384 Diversity and Inequality in America (3 cr.)**

This course explores the paradox between issues of diversity and income inequality in contemporary society and provides a critical focal point for examining the way in which claims for diversity and mounting inequality are interrelated. The continued and expanding inequality in American society despite expanding initiatives to address racial, gender, and ethnic inequality suggests the need to dive more deeply into political debates addressing inequality and its impact on employment and workers in the US through the critical examination of cause and effect of long-term inequality, benefits and limits of diversity policies, and identification of competing strategies to address these issues.

**LSTU-L 385 Class, Race, Gender, and Work (3 cr.)**

Historical overview of the impact and interplay of class, race, and gender on shaping U.S. labor markets, organizations, and policies. Examines union responses and strategies for addressing class, race, and gender issues.

**LSTU-L 389 Global Work-Family Conflict: Comparative Policy Solutions (3 cr.)**

This course provides an overview of work-family policy in the US and other high-income countries, comparing the problems and solutions experienced by working people who are caring for family members. This course takes the view that we will be a happier and healthier society if we find ways to make these two spheres compatible. This is an introductory analysis of how explicit and implicit policies impose stress and impossible roles on mothers, fathers, caregivers of all kinds, and low-income parents in particular.

**LSTU-L 390 Big Box Retailers: Impact on Community and Workers (1 cr.)**

This course explores "big box" retail stores and their impact on labor and local communities. The course examines how big box stores affect economics, environment, and the workforce and the ways in which a growing number of communities and independent businesses are effectively fighting back.

**LSTU-L 391 Essential Workers: Public Health and Labor (3 cr.)**

This course explores roles, expectations, and protections for essential workers during a pandemic. The definition of an essential worker, protections and risk factors will be explored and discussed. Guiding constructs include health equity, the precautionary principle and total worker health. Participants will explore definitions of standard and non-standard employment and learn about the challenges and consequences for the health and safety of workers. The course will conclude with case descriptions regarding the tools used by labor and outcomes for workers. Participants will identify priority action steps to protect essential workers and policies that link with structures impacting health.

**LSTU-L 395 Women and Development (3 cr.)**

This course provides an overview of the field of women/ gender and development in low-income nations in Asia, Africa, and Latin America and will cover the main debates in this field, including the ways in which gender relations within households and communities affect women's employment and working conditions, the differential impact of globalization on women and men in agriculture, the informal sector, and the formal labor force, health issues,

population control, climate change, and migration as seen through a gender lens, and effects of global financial crises on women.

**LSTU-L 398 The Industrial Workers of the World: Labor History Seminar (3 cr.)** Through readings and discussions, this course explores the formation and demise of The Industrial Workers of the World (IWW), a radical union formed in Chicago in 1905 and was open to all races/genders of unskilled workers; Adopting the motto "An injury to one is an injury to all," the IWW's goal was to organize all workers into a single union and abolish the system of capitalism.

**LSTU-L 399 Prior Learning Experiences (Self-Acquired Competency) in Labor Studies (1-15 cr.)** Prior learning assessment (PLA): This course involves PLA credit to be earned for equivalent college-level knowledge gained from previous work experience, military training, or community engagement and showcased in a comprehensive portfolio through written or digital reflections documenting competencies gained through prior learning experiences. Student work is certified/approved for credit by a faculty committee.

**LSTU-L 410/580 Comparative Labor Movements (3 cr.)** Labor movements and labor relations in industrial societies from historical, analytical, and comparative perspectives. Emphasis on interaction between unions and political organizations, national labor policies, the resolution of workplace problems, the organization of white-collar employees, and the issues of workers' control and codetermination.

**LSTU-L 420 Labor Studies Internship (1-6 cr.)** This course applies classroom knowledge in the field. L420 may be repeated for a maximum of 6 credit hours. The Internship course is designed to allow students interested in Labor Studies the opportunity to apply their skills and knowledge of the discipline in a unionized setting.

Internships are completed in community based or unionized organization and students are required to observe and participate in a union-related capacity under supervision. Students must complete the classroom component of the Internship credit as well as the unionized work-place requirements. Admission to the Internship requires instructor approval.

**LSTU-L 430 Labor Research Methods (3 cr.)** This course focuses on methods of research design, techniques, and procedures commonly used by social scientists. Students would learn basic research skills that include but are not limited to, how to collect, analyze, and interpret data specific to labor and or working-class issues. The primary objective seeks to produce more critical consumers of social science knowledge through the fundamentals of qualitative and quantitative design, data analysis, documentation, and presentation.

**LSTU-L 480 Senior Seminar or Readings (3 cr.)** Designed as either a classroom seminar or directed reading. This course addresses current issues, historical developments, and other labor-related concerns. Topics vary each semester.

**LSTU-L 490 Power and Class in Politics (3 cr.)** This course explores the political limits placed on working class power in the US over time and its effect on workers and their organizations. An essential part of the course

will focus on the different ways in which power and class intersect in the American political structure, where socioeconomic limits are transformed into political constraints. Using the American political structure as the backdrop, students will examine basic concepts of power and how concepts of power translate into practical political boundaries that must be overcome if labor is to grow and expand its influence in the American political process. Essential for this discussion is the debate of how power is exercised in American society, power in our discussion is real, with deep rooted political implications and not simply an exercise of understanding how far we have come from the democratic premises of the countries' founders.

**LSTU-U 490 Topics in Labor Studies (1-3 cr.)** This is a variable-title course. L490 can be repeated for credit with different subjects. The transcript will show a different subtitle each time the course is taken. Some courses focus on contemporary or special areas of labor studies. Others are directed toward specific categories of employees and labor organizations. Inquire at Labor Studies offices.

**LSTU-U 495 Directed Labor Study (1-6 cr.)** This is a variable credit course. L495 may be repeated for a maximum of 6 credit hours. Students arrange to study with an individual labor studies faculty member, designing a course of study to suit their individual and varied needs and interests. The contract might include reading, directed application of prior course work, tutorials, or internships. Competencies are assessed through written papers, projects, reports, or interviews.