

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 Labor Studies Program offers the following degree options: Bachelor of Science in Labor Studies, Associate of Science in Labor Studies, Certificate in Labor Studies and Minor in Labor Studies. The Labor Studies program prepares students to assume leadership roles in the work-place and in communities. The Bachelor of Social Work (B.S.W.) program prepares students for generalist social work practice. The Master of Social Work (M.S.W.) program prepares graduate students for advanced social work practice in an area of specialization, and the Ph.D. 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 embody features that are systemic in their educational effects: The total curriculum articulates the relationship of the undergraduate and graduate levels as components of a continuum in education for social service.

- The mechanisms of instruction provide opportunities 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 information.
- 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), Kokomo, Richmond (East), Fort Wayne (IPFW), South Bend, and at the Columbus Center. 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. 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 on the basis of 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

Bachelor of Labor Studies

Indianapolis
 Labor Studies Programs—Indiana University—Purdue University Indianapolis
 Education/Social Work Building
 902 W. New York St.
 ES4161
 Indianapolis, IN 46202
 Phone: (317) 274-8340 or (800) 822-4743
 Fax: (317) 274-8630

Bloomington
 Labor Studies Programs—Indiana University Bloomington
 Poplars 628
 Bloomington, IN 47405
 Phone: (812) 855-9084

Fort Wayne
 Labor Studies Programs—Indiana University—Purdue University Fort Wayne
 Kettler Hall, Room G28

2101 Coliseum Boulevard East
Fort Wayne, IN 46805
Phone: (260) 481-6831
Fax: (260) 481-5784

Gary
Labor Studies Programs—Indiana University Northwest
Lindenwood Hall 126
3400 Broadway
Gary, IN 46408-1197
Phone: (219) 980-6826
Fax: (219) 980-6834

Kokomo
Labor Studies Programs—Indiana University Kokomo
Kelley East 344
2300 S. Washington Street
Kokomo, IN 46902
Phone: (765) 455-9387
Fax: (765) 455-9502

South Bend
Labor Studies Programs—Indiana University South Bend
RS 123
1700 Mishawaka Avenue
P.O. Box 7111
South Bend, IN 46634-7111
Phone: (574) 520-4595
Fax: (574) 520-5006

Bachelor of Social Work

Indianapolis
B.S.W. 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
E-mail: ibarbosa@iupui.edu (Ivette Barbosa)

Bloomington
B.S.W. Program
Indiana University
1127 E. Atwater Avenue
Bloomington, IN 47401-3701
Telephone: (812) 855-4427
Web: bloomington.socialwork.iu.edu
E-mail: kvbyers@indiana.edu (Katharine Byers)

Richmond
B.S.W. Program
Indiana University East
2325 Chester Boulevard
Richmond, IN 47374-1289
Telephone: (765) 973-8422
E-mail: efitzger@indiana.edu (Edward Fitzgerald)

Gary
B.S.W. Program
Indiana University Northwest
3400 Broadway
Dunes Medical/Professional Bldg., Room 3186
Gary, IN 46408
E-mail: atamburr@iun.edu

Master of Social Work

Indianapolis
M.S.W. Admissions
Education/Social Work Building 4134
Indiana University
School of Social Work
902 W. New York Street
Indianapolis, IN 46202-5154
Telephone: (317) 274-6966
Web: socialwork.iu.edu
E-mail: mddale@iupui.edu (Marlo Dale)

Gary
Division of Social Work
IU Northwest
3400 Broadway
Gary, IN 46408-1197
Telephone: (219) 980-7111
Web: www.iun.edu/~nwacadem/socialwk/
E-mail: darlynch@iun.edu (Darlene Lynch)

South Bend
M.S.W. Admissions
Indiana University South Bend
P.O. Box 7111
South Bend, IN 46634-7111
Telephone: (574) 237-4880
Web: www.iusb.edu/social-work/
E-mail: dbanic@iusb.edu (Diane Banic)

Fort Wayne
M.S.W. Admissions
IPFW-Fort Wayne
Education/Social Work Building 4134
Indiana University School of Social Work
902 W. New York Street
Indianapolis, IN 46202-5154
Telephone: (317) 274-6966
Web: www.socialwork.iu.edu

PhD/Pre-Doc Program

Indianapolis
Ph.D. 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
E-mail: madamek@iupui.edu (Margaret Adamek)

Undergraduate Programs

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 B.S.W. 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 M.S.W. programs nationwide.

Admission

Admission Policies for the Labor Studies Program

All qualified high school graduates

General Education Diploma (GED) Certificate holders

Students admitted to Indiana University

Students who have completed at least 12 college credits of course work

International students

To learn more about the admissions process contact Craig Campbell, Student Services Coordinator at: ccampbe5@iupui.edu or call toll free: 800-822-4743. To obtain an application form in MicroSoft Word go to the Indiana University School of Social Work web page at socialwork.iu.edu.

Grades

An overall minimum grade point average of 2.0 (a 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.

Labor Studies Online

Labor Studies offers online courses and degrees to meet the needs of students seeking distance education opportunities. With the wide array of online course offerings, it is possible for students to fulfill degree requirements for all Labor Studies degrees entirely online.

Labor Studies online courses are designed to be flexible and are equivalent to classroom courses in content and workload.

We have Labor Studies *degree granting programs* on the Bloomington, Fort Wayne, Indianapolis, Kokomo, Northwest, and South Bend campuses and Labor Studies online courses are offered on all nine IU campuses.

Students enroll in Labor Studies online classes the same way they enroll in face-to-face courses—through the Office of the Registrar at an IU campus. Faculty advisors provide guidance to Labor Studies online students throughout their course of study. Students on any campus taking Labor Studies courses can also seek advising assistance from the Labor Studies Student Services Coordinator on the IUPUI campus. Email (ccampbel@iupui.edu) or call 800-822-4743. The tuition and fees for online classes are the same as for traditional classroom courses.

BS in Labor Studies

Introduction

With 60 years of leadership in Labor Studies 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 Labor Studies program 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 Labor Studies classes are offered on all nine Indiana University campuses and face-to-face courses are offered on various campuses. The mission of the Labor Studies 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, providing 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 Labor Studies Program states:

- *Indiana University Labor Studies 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 our online and face-to-face courses for the Certificate, Associate and Bachelor of Science in Labor Studies degrees. Also, students can earn a Minor in Labor Studies.

Admission

- Degree Requirements
- Labor Studies Online
- Required Areas of Study

Labor Studies Required Areas

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 A.S. and B.S. in Labor Studies, courses within each major area must include at least two different disciplines.

Degree Requirements

Degrees and Minor

The Labor Studies program offers a Bachelor degree, an Associate degree and a certificate degree. A minor in Labor Studies is also available. We have Labor Studies degree granting programs on the following IU campuses: Indianapolis, Bloomington, Kokomo, Fort Wayne, South Bend, and Northwest. For students wanting degree information on the Columbus, East or Southeast campuses, contact the Labor Studies Student Services Coordinator at IUPUI via our toll free number: **800-822-4743**.

All of the Labor Studies courses are available online and depending on the IU campus, many are offered in a face-to-face version. The Labor Studies courses are offered as a full semester course and many as compressed (8 week) courses. There are no prerequisites or co-requisites for the Labor Studies courses. Course selection is at the discretion of the student, however we offer full-time advisors to assist those interested in the Labor Studies program via the toll-free number listed above.

Bachelor of Science in Labor Studies (BS-LS)

Students must earn 30 credit hours in 300- and 400-level courses, and at least 12 of these 30 credit hours must be earned in Labor Studies courses. At least 24 credit hours must be earned from Indiana University. No more than 21 credit hours may be earned within a single subject other than Labor Studies. Credits earned through prior learning, DANTES (Defense Activity for Nontraditional Education Support), and CLEP (College-Level Examination Program) cannot be applied to these requirements.

Labor Studies Core Courses: 15 credit hours

Labor Studies Additional Courses: 27 credit hours

Arts and Humanities courses: 12 credit hours (ENG W131) and one additional writing course required.)

Math and Science courses: 15 credit hours (One computer course required)

Social and Behavioral Science courses: 12 credit hours (One course in economics required. Labor Studies L230 meets this requirement.)

Additional Credit Hours: 12 credit hours (Courses must be from one of the three required areas of learning which include: Arts & Humanities; Physical Sciences and Mathematics; Social and Behavioral Sciences.)

Elective courses: 27 credit hours (Any course offered by IU fulfills elective requirements. Students are encourage to focus their elective course work in related subjects to complete a minor concentration.)

Total credit hours: 120

Required Areas of Learning

The following are representative subjects in the three major required areas of Learning:

Arts and Humanities

- Afro American Studies
- Classical Studies
- Comparative Literature
- English
- Fine Arts
- Folklore and Ethnomusicology
- History
- History and Philosophy
- Religious Studies
- Speech and Communication
- Theatre and Drama

Physical Science and Mathematics

- Astronomy
- Biology
- Chemistry
- Computer Science
- Geological Sciences
- Mathematics
- Physics
- Psychology (Psychology P101 may be applied as either Science and Mathematics or Social and Behavioral Science, depending on the campus.)
- Zoology

Social and Behavioral Science

- Anthropology
- Economics
- Geography
- Linguistics
- Political Science
- Psychology
- Social Work
- Sociology

Associate of Science in Labor Studies (AS-LS)

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 Labor Studies.

- **Labor Studies Core courses:** 15 credit hours
- **Labor Studies Additional courses:** 12 credit hours
- **Arts and Humanities courses:** 12 credit hours (ENG W131) and one additional writing course required.)
- **Math and Science courses:** 6 credit hours (One computer course recommended.)
- **Social and Behavioral Science courses:** 9 credit hours (One course in economics required. LS230 meets this requirement.)
- **Additional Credit Hours:** None required
- **Elective Courses:** 6 credit hours (Any course offered by IU fulfills elective requirements. Students are encouraged to focus their elective work in related subjects to complete a minor concentration.)

Total credit hours: 60

Required Areas Learning

The following are representative subjects in the three major required areas of learning:

Arts and Humanities

- Afro American Studies
- Classical Studies
- Comparative Literature
- English
- Fine Arts
- Folklore and Ethnomusicology
- History
- History and Philosophy
- Religious Studies
- Speech and Communication
- Theatre and Drama

Physical Science and Mathematics

- Astronomy
- Biology
- Chemistry
- Computer Science
- Geological Sciences
- Mathematics
- Physics
- Psychology (Psychology P101 may be applied as either Science and Mathematics or Social and Behavioral Science, depending on the campus.)
- Zoology

Social and Behavioral Science

- Anthropology
- Economics
- Geography
- Linguistics
- Political Science
- Psychology
- Social Work
- Sociology

Certificate in Labor Studies

Requires 15 hours of core Labor Studies courses and 3 credit hours in Labor Studies additional courses, and 3

credit hours in each of the remaining required areas of learning.

- **Labor Studies Core Courses:** 15 credit hours
- **Labor Studies Additional courses:** 3 credit hours
- **Arts and Humanities courses:** 3 credit hours
- **Social Behavioral Science courses:** 3 credit hours
- **Elective courses:** none required

Total credit hours: 30

Required Areas of Learning

The following are representative subjects in the three major required areas of learning:

Arts and Humanities

- Afro American Studies
- Classical Studies
- Comparative Literature
- English
- Fine Arts
- Folklore and Ethnomusicology
- History
- History and Philosophy
- Religious Studies
- Speech and Communication
- Theatre and Drama

Physical Science and Mathematics

- Astronomy
- Biology
- Chemistry
- Computer Science
- Geological Sciences
- Mathematics
- Physics
- Psychology (Psychology P101 may be applied as either Science and Mathematics or Social and Behavioral Science, depending on the campus.)
- Zoology

Social and Behavioral Science

- Anthropology
- Economics
- Geography
- Linguistics
- Political Science
- Psychology
- Social Work
- Sociology

Minor in Labor Studies

For a Minor in Labor Studies, students must complete a total of 15 credit hours in Labor Studies courses. Six of these 15 credit hours must be in core Labor Studies Courses (100-200 level), which provide students with a foundation for further specialization in areas relevant to their individual career interests. The remaining nine of the 15 required credits are drawn from a broad range of additional 200, 300, and 400 level Labor Studies courses. These nine additional credit hours should be selected in

consultation with the campus Labor Studies advisors or faculty.

BSW in Social Work

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 B.S.W. 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 M.S.W. programs nationwide.

Following the equivalent of a minimum of two postgraduate years of supervised social work practice experience, B.S.W. 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 B.S.W. graduate a Licensed Social Worker (L.S.W.). The B.S.W. degree is offered on the Indianapolis (IUPUI), Bloomington (IUB), Gary (IUN) Richmond (IUE) campuses. Students in the B.S.W. Program must complete all sophomore and junior social work courses and achieve senior standing before enrolling in the senior social work courses. A few social work courses are offered at Columbus and on the Kokomo campus.

For specific information regarding the B.S.W. Program, contact the appropriate campus below:

B.S.W. Program

Education/Social Work Building 4138
Indiana University
School of Social Work
902 W. New York Street
Indianapolis, IN 46202-5154
Telephone: (317) 274-5447
Web: socialwork.iu.edu
E-mail: ibarbosa@iupui.edu (Ivette Barbosa)

B.S.W. Program

Indiana University
1127 E. Atwater Avenue
Bloomington, IN 47401-3701
Telephone: (812) 855-4427
Web: bloomington.socialwork.iu.edu
E-mail: kvbyers@indiana.edu

B.S.W. Program

Indiana University East
2325 Chester Boulevard
Richmond, IN 47374-1289
Telephone: (765) 973-8422
E-mail: efitzger@indiana.edu

B.S. W. Program

Indiana University Northwest
3400 Broadway
Dunes Medical/Professional Building, Room 3186
E-mail: atamburr@iun.edu
Gary, In 46408

Telephone: (219) 980-7111

- Admission
- Requirements

Admission

Enrollment in the B.S.W. 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 S 141 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 BSW program on the **Indianapolis, Richmond, and Gary campuses** uses a rolling admissions policy. These campuses accept applications throughout the year.

However, applications must be received by **November 1** on the Indianapolis campus and December 1st on the Gary and Richmond campuses to be considered for the Spring semester and by **May 15** to be considered for the Fall semester. Applications received after those dates may be reviewed depending upon availability for spaces in the program but **are not guaranteed review** for the following semester.

On the **Bloomington** campus, to ensure consideration for fall enrollment in the junior classes, sophomores should apply by the priority deadline of **April 1**.

Admission information may be found online at socialwork.iu.edu.

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 supportive liberal arts courses and 52 credit hours to social work courses.

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.

Supportive Area Requirements

The supportive area course requirements are divided into four areas:

Arts and Humanities (5 courses)

A. English Composition (2 courses)

- Elementary Composition
- Professional Writing Skills

B. Modern American History (1 Course)

C. Two courses are to be chosen that are designated as Arts and Humanities courses on the student's campus.

Biological Sciences (1 course)

One course in human biological sciences

Computer Science/Mathematics/ Physical Science (2 courses)**A. Computer Science****B. Math of Physical Science****Social and Behavioral Sciences**

All BSW Students Must take:

- Introduction Psychology
- American Government
- Cultural Anthropology
- Economics
- Introductory Sociology
- One 300 Level Psychology Course

Social Work Requirements (17 courses)

- S 102 Understanding Diversity in a Pluralistic Society (3 cr.)
- *S 141 Introduction to Social Work (3 cr.)
- *S 221 Human Growth and Development in the Social Environment (3 cr.)
- S 251 History and Analysis of Social Welfare Policy (3 cr.)
- *S 331 Generalist Social Work Practice I: Theory and Skills (3 cr.)
- S 322 Small Group Theory and Practice (3 cr.)
- *S 332 Generalist Social Work Practice II: Theory and Skills (3 cr.)
- *S 352 Social Welfare Policy and Practice (3 cr.)
- *S 371 Social Work Research (3 cr.)
- S 401 Integrative Field Practicum Seminar I (2 cr.)
- S 402 Integrative Field Practicum Seminar II (3 cr.)
- S 423 Organizational Theory and Practice (3 cr.)
- *S 433 Community Behavior and Practice (3 cr.)
- S 442 Integrated Practice-Policy Seminar (3 cr.)
- *S 472 Social Work Practice Evaluation (3 cr.)
- S 482 Social Work Practicum II (5 cr.)

*online option available at IUPUI

Certificates & Other Degrees

The School of Social Work at IUPUI offers two certificates: a Certificate in Case Management at the undergraduate level and a Certificate in Family Life Education at the undergraduate and graduate levels. Both certificates are open to social work and non-social work students. The Family Life Certificate at the graduate level is open to M.S.W. students only.

Certificate in Case Management course requirements are as follows:

- S 200 Introduction to Case Management
- S 221 Human Behavior and Social Environment I: Individual Functioning
- S 231 Generalist Social Work Practice I: Theory and Skills
- S 251 Emergence of Social Services
- S 332 Generalist Social Work Practice II: Theory and Skills
- S 381 Social Work Practicum or S 482 Social Work Practicum II (or S 280 for non-social work students)

The requirements for the Certificate in Family Life Education at the undergraduate level are as follows:

- S 221 Human Behavior and Social Environment I: Individual Functioning
- S 300 Working with Families
- S F 255 Human Sexuality or R 320 Sexuality and Society
- S 371 Social Work Research
- S 442 Practice-Policy Seminar in Fields of Practice: Family and Children or L 100 Personal Law, S490 Teaching Approaches to Family Life Education [by permission only].

Please check the [IUSSW Web site](#) for updates on the Certificate in Family Life Education.

Labor Studies Certificate degree requirements

A Certificate in labor studies requires the completion of 30 credit hours. Contact the Labor Studies Office on your campus for further information.

The **Associate of Science in Labor Studies**, requires a total of 60 credit hours. At least 12 credit hours must be earned from Indiana University. No more than 15 credit hours may be earned within a single discipline other than labor studies.

A *minor* in Labor Studies requires the completion of 15 credit hours in labor studies courses. Each IU campus may have different policies that apply to minors. Contact the Labor Studies Office on your campus for further information.

Graduate Programs**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 six programs of study leading to the 60 credit hour M.S.W. 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 [B.S.W.] degree from a program accredited by the Council on Social Work Education within the last five years.) Indiana University South Bend offers a three-year part-time evening program. Indiana University Northwest offers a three or four-year part-time program.

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 in 2005. Indiana University East offers a three-year part-time program with admissions every 3rd year beginning in 2005.

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 and leadership. 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: oja@iupui.edu

Transfer Students

A limited number of transfer students from other accredited M.S.W. 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 M.S.W. 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-M.S.W. Students

With permission of the school, Indiana University students enrolled in other graduate degree programs or persons possessing the M.S.W. 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 M.S.W. admissions coordinator of the school (stgass@iupui.edu) (Sherry Gass).

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 M.S.W. programs may be obtained from:

M.S.W. Admissions

Education/Social Work Building 4134
Indiana University
School of Social Work
902 W. New York Street
Indianapolis, IN 46202-5154
Telephone: (317) 274-6966
Web: www.socialwork.iu.edu
E-mail: mddale@iupui.edu (Marlo Dale)

Division of Social Work

IU Northwest
3400 Broadway
Gary, IN 46408-1197
Telephone: (219) 980-7111
Web: <http://www.iun.edu/~nwacadem/socialwk/>

Indiana University South Bend

P.O. Box 7111
South Bend, IN 46634-7111
Telephone: (574) 237-4880
Web: www.iusb.edu/social-work/
E-mail: dbanic@iusb.edu

IPFW-Fort Wayne

Education/Social Work Building 4134
Indiana University School of Social Work
902 W. New York Street
Indianapolis, IN 46202-5154
Telephone: (317) 274-6966
Web: www.socialwork.iu.edu

Indiana University East

Tom Raper Hall, TR 150
2325 Chester Blvd.
Richmond, IN 47374
Telephone: (765) 973-8535
E-mail: efitzger@iu.edu

Enrollment in the M.S.W. 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. Applicants can apply to only one location and one specific program. All applicants are encouraged to submit applications as soon as possible and well before the final application priority date. The M.S.W. admissions committee will make all decisions and notify students in early 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 M.S.W. 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 fall 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 fall 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). The complete program requires at least three calendar years.

Advanced Standing Program

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.
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 academic record who have earned a Bachelor of Social Work (B.S.W.) degree in the past five years from a program accredited by the Council on Social Work Education 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 academic record who have earned a Bachelor of Social Work (B.S.W.) degree in the past five years from a program accredited by the Council on Social Work Education, but are unable to attend the M.S.W. 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 (Title IV-E)

The Title IV-E 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 fall 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 and leadership. 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 M.S.W. 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 M.S.W. program are shown below.

Foundation Curriculum (15 cr.)

- S 501 Professional Social Work at the Masters Level: An Immersion
- S 502 Research I
- S 503 Human Behavior and the Social Environment I
- S 504 Professional Practice Skills I
- S 505 Social Policy Analysis and Practice

Intermediate Curriculum (15 cr.)

- S 513 Human Behavior and the Social Environment II
- S 514 Practice with Individuals, Families, and Groups I
- S 516 Social Work Practice II: Organizations, Communities, and Societies
- S 517 Assessment in Mental Health and Addictions
- S 555 Social Work Practicum I (3 cr.)

Concentration Curriculum (30 cr.) Child Welfare

- S 618 Social Policy and Services II: Child Welfare
- S 623 Practice Research Integrative Seminar I
- S 632 Child Welfare Practice I: Working with Children Impacted by Violence in the Family
- S 633 Child Welfare Practice II: Working with Diverse and Transitioning Families
- S 634 Group and Community-Based Practice with Children and Families
- S 636 Special Topics in Social Work Practice with Children and Families: Involuntary Populations, Addictions and Domestic Violence
- S 651 Practicum II and S 652 Practicum III

- S 661 Executive Leadership Practice

School Social Work

- S 616 Social Work Practice in Schools
- S 618 Social Policy and Services II: Schools
- S 619 Social Work Practice with Children and Adolescents
- S 623 Practice Research Integrative Seminar I
- S 632 Child Welfare Practice I
- S 651 Practicum II and S 652 Practicum III
- S 661 Executive Leadership Practice
- 3 additional credit hours of other 600-level courses

Leadership

- S 618 Social Policy and Services II
- S 623 Practice Research Integrative Seminar I (Program Evaluation)
- S 651 Practicum II and S 652 Practicum III
- S 661 Executive Leadership Practice
- S 662 Fiscal Management and Resource Development
- S 663 Leveraging Organizations, Communities, and Political Systems
- S 664 Designing Transformational Programs
- 3 additional credit hours at the 600-level

Mental Health and Addictions

- S 618 Social Policy and Services II: Mental Health and Addictions
- S 623 Practice Research Integrative Seminar I
- S 651 Practicum II and S 652 Practicum III
- S 661 Executive Leadership Practice
- S 683 Community-Based Practice in Mental Health and Addictions*
- S 685 Mental Health and Addictions Practice with Individuals and Families
- S 686 Social Work Practice: Addictions (3 cr.)
- S 687 Mental Health and Addictions Practice with Groups

Health

- S 618 Social Policy and Services II: Health
- S 623 Practice Research Integrative Seminar I
- S 651 Practicum II and S 652 Practicum III
- S 661 Executive Leadership Practice
- S 692 Practice Skills for Health Care Settings
- S 693 Practice with Individuals, Families & Communities in Healthcare Settings
- S 694 Practice with Older Adults
- S 696 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 M.S.W. 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.

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 Ph.D. program. It does, however, provide a unique opportunity for students to explore that possibility. Courses counted toward the Ph.D. 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. Ph.D. 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:

- S 710 Social Work Theories of Human and Social Behavior (3 cr.)

- S 712 International Social Development in a Global Context (3 cr.)
- S 718 Intermediate Statistics for Social Work (3 cr.)
- S 720 Philosophy of Science and Social Work (3 cr.)
- S 724 Theory, Practice, and Assessment of Social Work Teaching (3 cr.)
- S 726 Advanced Social Work Research: Qualitative Methods (3 cr.)
- S 727 Advanced Social Work Research: Quantitative Methods (3 cr.)
- S 728 Advanced Statistics for Social Work
- S 730 Proseminar on Social Work Policy Analysis (3 cr.)

For additional information contact:

Margaret Adamek, Ph.D. 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

Ph.D Admission

Admission Requirements

All applicants to the Ph.D. program must have a master's degree in social work or a related field. Admission to the Ph.D. 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 500-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:

Ph.D. 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

Ph.D Requirements

Course Requirements

The student must complete a total of 90 credit hours, including dissertation and research internship. Candidates for the Ph.D. 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 Ph.D. 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 Ph.D. 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 Ph.D. 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 Ph.D. program to test out of this requirement.
- Any research transfer credits not completed prior to acceptance into the Ph.D. 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 Ph.D. degree must have a minimum grade of B and must receive written approval from the School of Social Work Ph.D. 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 Ph.D. 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 Ph.D. 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.

Courses

In the course listings, the abbreviation "P" refers to prerequisite and "C" indicates corequisite courses. This bulletin lists only the social work prerequisite and corequisite courses. A list of the specific prerequisite and corequisite courses from the general and supportive area requirements needed for social work courses can be requested from the B.S.W. program office on the campus of your choice. Students on the Bloomington campus need to consult with the social work program to verify the P and C social work prerequisites.

B.S.W.

SWK-S 102 Understanding Diversity in a Pluralistic Society (3 cr.) This course covers theories and models that enhance understanding of our diverse society. It provides content about differences and similarities in the experiences, needs and beliefs of selected minority groups and their relation to the majority group. These groups include, but are not limited to, people of color, women, gay, lesbian, and bisexual persons. This course analyzes the interrelationship of race, class, age, ethnicity, and gender and how these factors influence the social values regarding economic and social justice.

SWK-S 141 Introduction to Social Work (3 cr.) This course is an introduction to the profession of social work and the philosophical, societal, and organizational contexts within which professional social work activities are conducted. It provides the opportunity for students to explore their interest in and potential for a career in social work. It introduces the knowledge, skills and values of social work as a profession and explores the role of social workers within the broad area of social welfare and social services.

SWK-S 201 Introduction to Case Management (3 cr.)

Given current changing demographics, complex social problems, human service providers will serve a more diverse and perhaps more vulnerable population. A large number of clients will find it challenging to access the maze of increasingly decentralized social services. Case management may help to address some of these issues. This course will introduce various case management models and the roles and functions of case managers. It will highlight the nature of client participation and the mutuality of the helping process. Ethics and ethical dilemmas will be addressed. Skills for client centered, culturally competent case management will be explored.

SWK-S 221 Human Growth and Development in the Social Environment I: Individual Functioning (3 cr.)

This course assists the undergraduate social work student in building a foundation for understanding human behavior and development in diverse contexts across the life course. The course emphasizes the interdependence of dynamic interactions between a person and that individual's environment, and thus introduces students to implications for human development through a person-in-environment lens.

SWK-S 251 History and Analysis of Social Welfare Policy (3 cr.) This course is designed to provide a historical perspective on the evolution of social welfare policies and programs and allow students to develop beginning policy analysis skills so that students will be able to identify gaps in the service delivery system and inequitable or oppressive aspects of current policy delivery. Students acquire knowledge of the prevailing social, political, ideological, and economic contexts that gave rise to the various social welfare policies and programs and have influenced how programs and policies have changed over time.

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.

SWK-S 300 Contemporary Issues in Domestic Violence (3 cr.)

This course will explore contemporary issues related to domestic violence, also known as Intimate Partner Violence (IPV). Students will review the history of the movement to end domestic violence. Theories of the cause of domestic violence will be surveyed along with local, state, federal and international public policy issues. Prevention and intervention models relevant to social work and other helping professions will be explored, as well as community level practice and contemporary research issues.

SWK-S 301 Computer Technology for Social Workers (3 cr.)

Students may use this course to fulfill the computer course requirements for the undergraduate program or as an elective. This course is geared primarily for students with a low to moderate understanding of computers technology. It provides the student with the beginning level skills and knowledge necessary to function professionally in this technologically-based age. In addition, students in this course will explore how this information technology can be used in an appropriate manner so that the needs of clients and colleagues are honored in light of emerging standards for practice.

SWK-S 302 Law, Inequality and Poverty (3 cr.) In 1996, Congress passed and President Clinton signed a welfare reform bill that represented a sharp break from the past. This course analyzes the origins of the law and its initial outcomes. The course will review social science and legal thinking about welfare programs and policies, emphasizing how they are influenced by and how they affect trends in the labor market and family structure.

SWK-S 305 Child Abuse and Neglect (3 cr.) This course is designed to provide a comprehensive introduction to child abuse and neglect from psychological, social, cultural, legal, and economic perspectives. Social workers in all professional work settings must know how to identify child maltreatment and family violence. Students must also be able to practice without discrimination and with respect, knowledge, and skills related to the clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation. Students will learn the family dynamics and indicators of maltreatment and effective interventions at the micro, mezzo, and macro level, with an emphasis on strengths based, family-centered intervention strategies.

SWK-S 306 Crisis Intervention (3 cr.) This is an elective, issue-oriented course at the undergraduate level offered

as part of the Certificate in Case Management. This course focuses on the increasing number of complex and painful personal, couple and family crisis situations encountered by professional social workers in the course of service delivery. Crisis events are characterized by high stress responses in one or more persons within a short period of time, usually in response to some difficult social, interpersonal, intrapsychic, medical or developmental triggering events.

SWK-S 307 Grief and Loss across the Life Span (3 cr.)

This is an elective web-based course that will explore the complex components of grief and loss throughout the life span from an ecological and strength based theoretical perspective. The focus of the course will be to increase understanding, knowledge and compassion related to the impact of grief and loss on individuals, families, and communities at large. In addition, the course gives students an opportunity to explore and understand their perceptions and beliefs on death and dying, and how individual cultural differences influence that experience.

SWK-S 312 Substance Abuse and Social Services (3 cr.)

The purpose of this course is to give students an overview of the field of addiction (alcohol & drugs) including discussion of several conceptual models and theories. The course focuses on self-help groups, assessment procedures, and current intervention strategies. Students are given an opportunity to explore special issues in the field among oppressed minorities that are of particular interest to them and to share their findings with other students. Emphasis will also be placed on introducing students to the particular culture and ideologies that contribute to the provision of services in the field of addictions. A brief overview on other addictions (gambling, sex, food) will be presented.

SWK-S 313 Poverty in the United States (3 cr.)

Working with persons experiencing poverty is a major focus of the social work profession. The primary purpose of this course is to examine the nature of poverty, both rural and urban, in the United States. To achieve this purpose, we will explore and examine the history of poverty in the United States, theories about the causes of poverty, and the effects of poverty on individual development. We will also examine the demographics of poverty and reflect on the co-occurrence of poverty and oppression. Finally, we will examine various policies and programs that have been designed to alleviate poverty, the effects and consequences of these efforts, and will explore and propose other possible intervention strategies.

SWK-S 322 Small Group Theory and Practice (3 cr.)

The course examines the significance of the small group as both the context and means for social development of individuals and as a vehicle for generalist practice. It includes discussion of the individual as a member of a variety of groups, including the family. The course covers group theories as well as mezzo practice strategies. Generalist social work practice recognizes the importance of groups in the life of individuals and societies. Groups are one of the most important vehicles for the social development of the individual as well as one of the basic structures by which a society organizes itself.

SWK-S 331 Generalist Social Work Practice I: Theory and Skills (3 cr.) This course focuses primarily on the application of basic generalist social work skills

that demonstrate an understanding and application of the continuum of social work practice in the helping relationship. The course focuses on the beginning phase of the problem-solving process and related skills. This course is designed to provide students with a beginning understanding of generalist social work practice. It uses a range of perspectives including strengths perspective, empowerment perspective and person-in-environment perspective.

SWK-S 332 Generalist Social Work Practice II: Theory and Skills (3 cr.) This practice course examines the middle and ending phases of the helping process and related skills. Students explore the helping relationship with various client system sizes, impact of agency policies and procedures upon practice and resolution of clients' problems; practice evaluation. Generalist Social Work Practice II: Theory and Skills focuses primarily on application of basic social work skills that demonstrate understanding and application of the continuum of social work practice at the middle and ending phases of the helping relationship.

SWK-S 352 Social Welfare Policy and Practice s (3 cr.) This second course in social welfare policy builds on S251 by exploring in depth the current social welfare delivery system through policy analysis using a variety of frameworks and developing policy practice skills. The course also develops beginning policy practice skills so that students will know how to work toward social change congruent with social work ethics and the profession's commitment to social and economic justice.

SWK-S 371 Social Work Research (3 cr.) The general goal of this basic social science research methods course is to introduce and develop skills needed to conceptualize a problem, make use of available literature, design a research strategy, evaluate, organize, and integrate relevant data (both existing and new), derive useful solutions based on knowledge, and communicate those solutions to clients and colleagues. The attainment of this goal will prepare students to continue their own professional education, contribute to the development of the profession as a whole, and maintain their service to clients at a standard commensurate with the current level of knowledge.

SWK-S 372 Statistical Reasoning in Social Work (3 cr.) This 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.

SWK-S 401 Integrative Practicum Seminar I (2 cr.) This course is designed to facilitate integration of material gained from social work practice and theory courses with the realities of practice in the field as they occur in the student's practicum placement, S482 Social Work Practicum I. This course combines an exploration of social work practice with specific application to client situations. To allow students to fully explore issues and questions from the practicum experience, this course is taught in seminar format. Students are expected to share in the

success of the seminar by presenting and sharing material from their practicum with seminar participants.

SWK-S 402 Integrative Practicum Seminar II (3 cr.)

This second semester of field seminar provides a continuing forum for the integration of academic learning with agency-based field placement. Taken as a co-requisite with S482 Field Practicum II, this course provides students with educational and administrative support to synthesize knowledge from all previous social work courses and the experiential learning from field, increases communication between student, liaison, agency, and provides opportunities critical thinking in problem-solving practice challenges, utilizing collaborative conferencing with peers, and transitioning from student to social work practitioner. The seminar includes discussions on selected topics and issues related to the learning experiences in the field (both instructor- and student-initiated) with emphasis on student demonstration of core competencies for generalist social work practice. Through facilitated discussion, students learn about social work practice in various settings and assist each other in seeing the similarities and differences in applying generalist social work practice, knowledge, and skills across service delivery systems and practice methods.

SWK-S 423 Organizational Theory and Practice (3 cr.)

This course provides the theoretical and conceptual foundation for understanding organizational functioning and behavior, and introduces the knowledge and skills necessary for generalist social work practice and leadership within an organizational context. The course assists the undergraduate social work student in building a knowledge base about organizations and organizational life from the perspective of consumers, practitioners, and leaders.

SWK-S 433 Community Behavior and Practice within a Generalist Perspective (3 cr.)

This course provides the theoretical foundation for community functioning and behavior and the knowledge and skills of community interventions designed to mitigate social, political and economic injustice and bring social change. The orientation of this course is primarily based on systems theory, the ecological and strengths perspectives and concepts of conflict, power, empowerment, corporate domination, global interconnections, and advocacy.

SWK-S 442 Practice-Policy Seminar in Field of Practice: Addictions (3 cr.)

This course focuses the student upon a specific field of social work practice in increased depth, provides further opportunity for synthesis of student learning from previous courses, and seeks to integrate social welfare policies and policy analysis with social work practice. Case management exists within the broad area of social welfare and social services, and requires knowledge about the human condition, problems in living, the delivery of human services, and the institutions that comprise today's social welfare system.

SWK-S 442 Integrated Practice/Policy Seminar: Case Management (3 cr.)

This course focuses the student upon a specific field of social work practice in increased depth, provides further opportunity for synthesis of student learning from previous courses, and seeks to integrate social welfare policies and policy analysis with social work practice. Students will be expected to integrate the theoretical content from previous coursework and the

content presented in this course with opportunities for practical application. The course emphasizes the value base of social work practice and its commitment to social and economic justice as students identify and analyze ethical dilemmas found in generalist practice. Students will be expected to explore the recent literature to build knowledge for the demonstration of research-informed practice in a specific area.

SWK-S 442 Integrated Practice/Policy Seminar: Children and Families (3 cr.) This course focuses the student upon a specific field of social work practice in increased depth, provides further opportunity for synthesis of student learning from previous courses, and seeks to integrate social welfare policies and policy analysis with social work practice. Students will be expected to integrate the theoretical content from previous coursework and the content presented in this course with opportunities for practical application. The course emphasizes the value base of social work practice and its commitment to social and economic justice as students identify and analyze ethical dilemmas found in generalist practice.

SWK-S 442 Policy-Practice Seminar in Field of Practice: Health Care (3 cr.) This course focuses the student upon a specific field of social work practice in increased depth, provides further opportunity for synthesis of student learning from previous courses, and seeks to integrate social welfare policies and policy analysis with social work practice. Students will be expected to integrate the theoretical content from previous coursework and the content presented in this course with opportunities for practical application. The course emphasizes the value base of social work practice and its commitment to social and economic justice as students identify and analyze ethical dilemmas in generalist practice.

SWK-S 442 Integrated Practice/Policy Seminar: Public Child Welfare (3 cr.) This course focuses the student upon a specific field of social work practice in increased depth, provides further opportunity for synthesis of student learning from previous courses, and seeks to integrate social welfare policies and policy analysis with social work practice. Students will be expected to integrate the theoretical content from previous coursework and the content presented in this course with opportunities for practical application. The course emphasizes the value base of social work practice and its commitment to social and economic justice as students identify and analyze ethical dilemmas found in generalist practice. Students will be expected to explore the recent literature to build knowledge for the demonstration of research-informed practice in a specific area.

SWK-S 442 Integrated Practice/Policy Seminar in Selected Field of Practice: Aging (3 cr.) This course focuses the student upon a specific field of social work practice in increased depth, provides further opportunity for synthesis of student learning from previous courses, and seeks to integrate social welfare policies and policy analysis with social work practice. Students will be expected to integrate the theoretical content from previous coursework and the content presented in this course with opportunities for practical application. The course emphasizes the value base of social work practice and its commitment to social and economic justice as students

identify and analyze ethical dilemmas found in generalist practice.

SWK-S 460 Scholarly Writing Seminar (3 cr.) This course prepares BSW/MSW students to successfully complete scholarly writing tasks. Topics addressed include expectations and standards for scholarly writing, conducting searches of professional literature, using effective paraphrasing and summarization skills, writing logically and coherently, and appropriately citing references adhering to APA format. The course is intended to support students' efforts on writing tasks assigned in future courses.

SWK-S 472 Social Work Practice Evaluation (3 cr.) S472 Practice-Research Seminar provides students with the knowledge and skills needed to evaluate their own practice and the effectiveness of social service programs within which they work, as well as to become critical consumers of the professional literature to guide their practice. This course reviews a variety of evaluation designs, methodologies and techniques applicable to evaluating generalist social work practice. Attention is given to the social work practice continuum of problem definition, goal setting, intervention and evaluation of goal attainment.

SWK-S 481 Social Work Practicum I (3 cr.) Field education provides the opportunity for social work students to demonstrate competency in practice, integrating knowledge, values and skills gained in the professional education curriculum. The first practicum experience in the Bachelor of Social Work program allows the student to develop and demonstrate beginning practice competency, laying the foundation for the final field experience (S482). S481 Social Work Practicum I builds upon the theoretical and experiential learning of both S231 Generalist Social Work Practice I: Theory and Skills and S332 Generalist Social Work Practice II: Theory and Skills both taught during the Junior year. S481 Social Work Practicum I affords the student an opportunity to make application of practice knowledge, values, and skills within an organizational structure of a human service agency. In the agency settings, students are expected to demonstrate beginning competency in working with clients, utilizing community resources, interacting with other professionals, and in functioning effectively within an organization. Furthermore, students are expected to identify and work to alleviate (at a beginning level) oppressive conditions in the lives of their clients.

SWK-S 482 Social Work Practicum II (5 cr.) This course is the continuation of S481 agency-based field experience which provides opportunities for students to demonstrate the practice behaviors outlined in the competencies defined by the Council on Social Work Education (CSWE) in preparation for professional practice at the BSW level. Demonstration of competencies requires the application and integration of classroom concepts and principles and the development of skills for generalist practice.

M.S.W.

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 an orientation to the resources and expectations of graduate education and

the MSW program, within the framework of competency-based education and an adult learner model. Students will develop basic communication, self-assessment, and reflection skills necessary for success in the MSW program. Students will have an opportunity to survey various fields of practice and will begin to identify personal learning goals for their MSW 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 upon knowledge of qualitative and quantitative designs, methods, 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 bias in research.

SWK-S 503 Human Behavior and 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 life span is included. Students learn to critically analyze micro and macro theories and explore ways in which theories can be used to structure professional activities.

SWK-S 504 Professional Practice Skills I (3 cr.) This foundation course offers components of generalist practice theory, skills, and principles necessary for generalist practice with varied populations and client systems (individuals, families, small groups, communities, and organizations). The course introduces and prepares students for competent social work practice through the examination of personal values, professional ethics, and personal demonstration of essential practice skills (beginning, attending, establishing rapport, reflecting, summarizing, exploring, questioning, contracting, and establishing clear and well-formed goals) that will serve diverse populations, with specific attention to gender, sexual orientation, class, race, and ethnicity.

SWK-S 505 Social Policy Analysis and Practice (3 cr.) This course examines the processes that influence the development of social policy and social services. Included are legislative and political processes, models of policy analysis, service delivery, and policy implementation. Effects of these on people are considered from global, political, economic, and social policy perspectives. This course is developed around the general proposition that social workers utilize knowledge and skills to carry out roles and functions critical for practice. Such knowledge and skills include the application of social policy analysis, the legislative process, the role and impact of politics and political choice on the quality of life of people, and the effect of economic-social policy decision and judicial actions on social services.

SWK-S 513 Human Behavior and the Social Environment II (3 cr.) This course builds upon S503 (HBSE I) 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 (3 cr.) This course builds on the practice theories, principles, and skills introduced in the Professional Practice Skills course to prepare students for competent social work practice with individuals, families, and groups. 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 trans-theoretical model of change will be presented, so students can develop skills to engage clients 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, sexual orientation, class, race, and ethnicity. This course prerequisite is S504 (Professional Practice Skills I) and/or the completion of a bachelor of social work degree from an accredited program for advanced standing students.

SWK-S 516 Practice: Organizations, Communities, and Societies (3 cr.) This course provides students with knowledge, values, and cognitive skills focused on social work practice at organizational, community, and societal levels. Social work interventions at these levels include involvement of relevant stakeholders in the development and/or modifications of organizational, community, and societal policies, programs and practices.

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.

SWK-S 555 Social Work Practicum I (3 cr.) The MSW Social Work Practicum I is an educationally directed practice experience under the direct supervision of an approved agency field instructor. The practicum occurs as a culmination of the intermediate curriculum, providing opportunities for the application and integration of classroom learning (theories, concepts, and practice principles) in a practice setting. The practicum fosters the development of core competencies in generalist social work practice with emphasis on acquiring graduate-level, strengths-based interpersonal skills for work at all systems levels.

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

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.) The purpose of this course is to provide intensive study of a specific service delivery system and to provide an opportunity for synthesis and application of learning and practice of policy in that system. The content of the course will build on the values of the profession and focus on the role of the "social policy practitioner" in assisting individuals in the maintenance or attainment of optimal health, social and economic justice, and social well-being. This course examines the relationship of social work values and ethics to social policies and service delivery systems especially as they relate to oppressed populations and discrimination.

SWK-S 619 Social Work Practice with Children and Adolescents Policy and Services (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.

SWK-S 623 Practice Research Integrative Seminar (3 cr.) This course examines a number of single-system designs that can be used to evaluate practice or practice interventions with clients. The designs, which are $n = 1$ types of studies, can be used with any size system, e.g., individuals, couples, families, groups, or organizational (agency) units. Students in this course will learn a variety of single-system designs, the descriptive statistics that are used with such designs, graphing and plotting data, content on binomial and normal distributions, and tests of hypotheses with single-system designs. In addition, important issues for this course are the values and ethics that relate to the design selection, baseline and withdrawal phases, and appropriate analyses and reports of results.

SWK-S 632 Child Welfare Practice I: Working with Children Impacted by Violence in the Family (3 cr.) This course is designed to build individual and group practice skills for work with children and families impacted by child physical abuse, sexual abuse, neglect, and/or family violence. Emphasis will be placed on practice skills with children. Students will practice assessment and intervention skills guided by theories of child development, attachment and bonding, grief, and trauma. The goals of safety, permanency, and well-being will be emphasized when assessing risk and trauma and intervening within the child welfare and school systems. Students will explore cultural differences and issues impacting particular oppressed and underserved populations.

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, multi-generational, and homosexual families.

SWK-S 634 Group and Community-Based Practice with Children and Families (3 cr.) This course will examine the development of and build skills for the implementation of a wide range of prevention and intervention strategies to support child well-being provided at the community level. Special attention will be given to the philosophy of empowerment-oriented and client-driven service models. This course will provide content to build skills in developing and implementing mutual aid and self-help groups to support and educate children and families on issues such as parenting, domestic violence, grief/loss, conflict mediation and child abuse issues.

SWK-S 636 Special Topics in Social Work Practice with Children and Families: Involuntary Populations, Addictions, and Domestic Violence (3 cr.) This course is designed to teach strategies and skills for working with families impacted by the challenges of addictions, domestic violence and mental illness. Building upon knowledge of assessment and intervention with diagnosed mental illnesses, students will analyze the relationships between and among the social problems of addictions, mental illness and domestic violence in relation to socioeconomic status, race, ethnicity, culture, religion, gender, sexual orientation, age, physical and mental ability, and other socio-environmental factors of vulnerability.

SWK-S 651; 652 Practicum II and III (9 cr.) P: Students must complete all 500 level courses before enrolling in any concentration courses. Prerequisites or co-requisites for S651/S652: S618-CW, S623, S633, S634, S636, S632 S651 (Practicum II) and S652 (Practicum III) together provide an in-depth advanced practicum experience for MSW students in the concentration. Students complete both of these practicum courses in the same community agency/organization under practice supervision of an approved agency field instructor and academic guidance of a faculty field liaison. Practicum II and III build upon the more generalist-focused Intermediate Practicum I and deepen the integration and application of social work knowledge, values, and skills for advanced child welfare practice. Students engage in these advanced practicum courses while enrolled in child welfare concentration required courses. Students spend a minimum of 640 hours in an organizational setting that provides them with experiences that support mastery of all ten core competencies as operationalized by advanced practice behaviors for roles in child welfare practice.

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 and Resource Development (3 cr.) This course focuses on knowledge and skills essential for developing core skills in fiscal management (which will include issues of budgeting, understanding balance sheets, audits, and theories of accounting) and resource development (including fund raising, grant writing, and personnel policies) 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, analysis, 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 applying of rural, urban, and virtual community models, themes, and practices; and understanding of and involvement in political, social action, and social change interventions and empowerment practices.

SWK-S 664 Designing Transformational Programs (3 cr.) This course focuses on knowledge and skills essential for understanding, applying, and analyzing alternative, transformational models of program, organizational, and community planning. It is designed to enable students to achieve advanced mastery of the models, skills, and techniques of program planning. There is particular emphasis on inclusive, collaborative planning models that foster empowerment of diverse stakeholders in the planning processes.

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: 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, 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.

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.

SWK-S 687 Mental Health and Addictions Practice with Groups (3 cr.) Students enrolled in this course develop professional knowledge and skill for group work services to and for 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 692 Practice Skills for Health Care Settings (3 cr.) This course will focus upon the role of the social worker in health care settings. 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 Practice with Individuals, Families, and Communities in Health Care Settings (3 cr.) This course examines the impact of illness from the medical, psychosocial, and environmental perspectives. Areas such as coping with chronic illness, caregiver stress, grieving and loss, medical ethics and violence as a healthcare issue are 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.) are also examined.

SWK-S 694 Practice with Older Adults (3 cr.) The purpose of this course is to provide health concentration students with increased depth of knowledge in the area of practice with older adults in health care areas, such as acute care hospitals, rehabilitation facilities, adult day care, and long-term care facilities. Effective social work practice with older adults relies on knowledge and application of evidence-based theories, assessments, and interventions with this population.

SWK-S 696 Confronting Loss, Grief, Death, and Bereavement (3 cr.) This is an elective, issue-oriented social work course on the policy and practice issues in loss, grief, death, and dying across the life span for diverse populations. The major educational goal is to evaluate and understand the many problems and key resources relevant to social work practice with persons encountering grief, loss, death, and bereavement in the context of health care settings. Students will attain knowledge, values, and skills to meet the demands for entry level practice with clients (and their families) encountering chronic or terminal illness.

Ph.D.

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 712 International Social Development in a Global Context (3 cr.) This course is an advanced seminar for students interested in developing an in-depth understanding of complex social problems in a global world. Students will have the opportunities to learn theories of development, critically analyze international agreements, and explore and appropriately use social development models.

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 for 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. Students will learn accreditation standards for bachelor's and master's social work education. Course goals will be accomplished using readings, written assignments, guest speakers, demonstrations of teaching, and class discussion.

SWK-S 725 Social Work Research Internship (3 cr.) P: S 720; S 721, foundation statistics course, and at least one of the following: S 710; S 730; 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. Internship may be registered for up to three times.

SWK-S 726 Advanced Social Work Research: Qualitative Methods I (3 cr.) P: S720; S 721; at least one of the following: S710; S 730. Qualitative Methods I is the first of a two-course sequence designed to develop students' knowledge and skills in design, methods, strategies, and the challenges of qualitative research. The purpose of this course is to understand the role of theory and to critically examine a variety of qualitative methods for data collection. Students will critically evaluate qualitative literature, research methods, and begin the process of framing a qualitative study.

SWK-S 727 Advanced Social Work Research: Quantitative Methods I (3 cr.) Quantitative Methods I is designed to develop knowledge and skills in research designs and methods and addresses problems encountered in behavioral and social research. Students will critically evaluate quantitative research and ethics of scientific inquiry, develop a theoretically-motivated research question, and design a data collection strategy appropriate for that question.

SWK-S 728 Advanced Social Work Research: Qualitative Methods (3 cr.) P: S 600 Students in this course learn how to evaluate statistical assumptions and select, compute, and substantively interpret a variety of multivariate statistics, using SPSS to analyze actual social work research data. Online resources, Web-based materials, and model applications of the statistics support students' learning.

SWK-S 730 Proseminar 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 undergird social problem construction, social policy creation, and social program design. Specific attention is devoted to the application of this schemata for diverse populations.

SWK-S 736 Advanced Social Work Research: Qualitative Methods II (3 cr.) P: S726. Qualitative Methods II is the second of a two-course sequence designed to develop students' knowledge and skills in design, methods, strategies, and the challenges of qualitative research. The purpose of this course is to apply the knowledge of theory and qualitative methods to the development of a research question. Students will choose a theoretical approach for a qualitative study, a method of data collection, evaluate the appropriate literature, collect, analyze, and interpret qualitative data.

SWK-S 737 Advanced Social Work Research: Quantitative Methods II (3 cr.) P: S 727. Quantitative Methods II is the second course in the research sequence designed to further develop students' knowledge, skills, and application of research methods. Based on their research proposal developed in the first sequence class, students will conduct their own research project and learn data collection and management, statistical analysis, interpretation of data, and writing a research report. Their learning will be facilitated through demonstrations and hands-on sessions in the computer lab as well as careful

examination of application of research procedures in their own project.

SWK-S 790 Special Topics in Social Work Practice, Theory and Research (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 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 policies, procedures, and academic standards of the Graduate School and of the School of Social Work.

SWK-S 792 Integrative Seminar II (1.5 cr.) This course is intended to support Ph.D. students as they finish their doctoral coursework and prepare for their qualifying paper, dissertation, and subsequent professional career.

SWK-S 800/G 901 PhD Dissertation Research (12 cr.)

Labor Studies Courses

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.

LSTU-L 101 American 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.

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. Discussions focus on selective questions and events.

LSTU-L 110 Introduction to Labor Studies: Labor and Society (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, and privacy and other rights.

LSTU-L 201 Labor Law (3 cr.) This course reviews 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, and protection of individual employee rights.

LSTU-L 203 Labor and the Political System (3 cr.) This course examines 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.

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.) This course examines policies and practices that contribute to workplace discrimination and those designed to eliminate it. It explores effects of job discrimination and occupational segregation. It analyzes Title VII, the Americans with Disabilities Act, and related topics in relation to broader strategies for addressing discrimination.

LSTU-L 220 Grievance Representation (3 cr.) This course looks at union representation in the workplace. It evaluates uses of grievance procedures to address problems and administer the collective bargaining agreement. It also explores analyses of relevant labor law and the logic applied by arbitrators to grievance decisions. Students learn about the identification, research, presentation, and writing of grievance cases.

LSTU-L 230 Labor and the Economy (3 cr.) This course analyzes aspects of the political economy of labor and the role of organized labor within it. It emphasizes the effect on workers, unions, collective bargaining of unemployment, investment policy, changes in technology and corporate structure. It also explores patterns of union political and bargaining responses.

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 of offshore production and the dismantling of barriers to trade and investment, and explore alternatives to these policies.

LSTU-L 240 Occupational Health and Safety (3 cr.) This course reviews elements and issues of occupational health and safety. It emphasizes 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.) This course emphasizes development and organization of collective bargaining in the United States, including union preparation for negotiations; bargaining patterns and practices; strategy and tactics; economic and legal considerations.

LSTU-L 251 Collective Bargaining Laboratory (1-3 cr.)

L250 is either a prerequisite or a corequisite. This course provides collective bargaining simulations and other participatory experiences in conjunction with L250.

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

This course explores union organization and representation of state and municipal government employees, including patterns in union structure, collective bargaining, grievance representation, and applicable law.

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

This course evaluates organizational leadership issues for union, community, and other advocate organizations. It analyzes leadership styles, membership recruitment, and leadership development. It examines the role of leaders in internal governance and external affairs, including committee building, delegation, negotiations, and coalition building.

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.

LSTU-L 280 Union Organizing (3 cr.)

This course 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 285 Assessment Project (1 cr.)

This is a capstone experience for associate degree students.

LSTU-L 290-L390 Topics in Labor Studies (3 cr.)

These are variable-title courses which offer an array of topics, which include Bringing Human Rights Home to Indiana; Family Medical Leave Act; Citizenship and Social Change; Labor Journalism, Labor and Global Warming; Latin American Issues in Global Society; Preventing Sexual Harassment; Women and Development; and Preventing Workplace Violence.

LSTU-L 314 Ethical Dilemmas in the Workplace (3 cr.)

This course examines how work is organized and how jobs are evaluated, measured, and controlled. It 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 315 The Organization of Work (3 cr.)

This course examines how work is organized and how jobs are evaluated, measured, and controlled. It 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.)

Recommended only after L220 or with permission of instructor.

This course explores the legal and practical context of grievance arbitration, and its limitations and advantages in resolving workplace problems. Varieties of arbitration clauses and the status of awards are also explored. Students analyze research, and prepare and present cases in mock arbitration hearings.

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 breakdowns in the enforcement of labor and employment law, and union 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.

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

This course includes readings and discussions on selected problems. A research paper is 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 examines the relationship between religion and the labor movements as it has developed in the United States over the course of the 19th and 20th centuries. Students will analyze the approach taken by religious institutions concerning workers' issues and assess the tradition in which workers of faith connect to more secular concerns for social and economic justice.

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

This course examines various 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 385 Class, Race, Gender, and Work (3 cr.)

This course provides a historical overview of the impact and interplay of class, race, and gender on shaping U.S. labor markets, organizations, and policies. It examines

union responses and strategies for addressing class, race, and gender issues.

LSTU-L 410 Comparative Labor Movements (3 cr.)

This course uses historical, analytical, and comparative perspectives to examine labor movements and labor relations in industrial societies. It also emphasizes interactions between unions and political organizations, national labor policies, the resolution of workplace problems, the organization of white collar employees, and the issues of worker control and codetermination.

LSTU-L 420 Labor Studies Internship (1-6 cr.)

This course applies classroom knowledge in the field.

May be repeated for up to a maximum of 6 credit hours.

LSTU-L 430 Labor Research Methods (3 cr.)

This course focuses on the study of research design, methods, techniques, and procedures applicable to research problems in labor studies.

LSTU-L 480 Senior Seminar or Readings (3 cr.)

This course can be used as a classroom seminar or directed reading course. It addresses current issues, historical developments, and other labor-related concerns. Topics may vary each semester.

LSTU-L 490 Topics in Labor Studies (1-3 cr.)

This is a variable-title course. 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.

L490 can be repeated for credit with different subjects. The transcript will show a different subtitle each time the course is taken.

LSTU-L 495 Directed Labor Study (1-6 cr.)

This is a variable credit course. 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.

May be taken for a maximum of 6 credit hours.

LSTU-L 499 Self-Acquired Competency in Labor Studies (1-15 cr.)

Self-Acquired Competency (SAC) can be awarded for learning gained outside of the university setting, such as learning derived from union activities. Students must demonstrate and document their learning is equivalent to college-level material.

IUPUI Services

Career Information

Information about employment in specific careers is available from Indiana University Career and Employment Services, Business/ SPEA Building 2010, (317) 274-2554; E-mail: career@iupui.edu; and the School of Social Work's Office of Student Services. <http://www.career.iupui.edu>

Financial Aid

Opportunities for financial aid for graduate students are different from those for undergraduates. It is important to understand that graduate students are only eligible for loans from IU financial aid. Persons interested in financial aid should contact the following office:

Office of Financial Aid

IUPUI Campus Center, Suite CE 250
IUPUI
425 University Boulevard
Indianapolis, IN 46202-5145
Undergraduate: (317) 274-4162
Graduate: (317) 278-2862
E-mail: lemross@iupui.edu
Web: www.iupui.edu/~finaid/

Additionally, the School of Social Work has some limited funds available for tuition assistance. Information regarding financial awards from the School of Social Work will be made available to students at the beginning of the academic year.

Student Housing

Department of Campus Housing
Ball Residence Hall, Room 107, (800) 631-1374 Because the university is an urban commuter campus, on-campus housing is limited. If you would like to live on campus, accommodations are available. Students interested in an international living experience may choose accommodations in the International House as well. The staff of the Department of Campus Housing maintains a current file of available housing located both on and off campus. Please contact the Housing Department at the above number for additional information or visit them online at <http://www.housing.iupui.edu>.

Student Organizations

Students of the school maintain B.S.W. and M.S.W. Social Work Student Associations, which sponsor program meetings and social affairs during the year. Through elected officers and committees, the associations serve as important channels for communication between students and faculty. In addition, these organizations appoint student representatives to various school committees. Students also are encouraged to participate in organizations related to the social work profession. Information about these organizations can be found in the B.S.W. and M.S.W. Student Handbooks.

Student Employee Health Service

Coleman Hall, Room 101, (317) 274-8214 All IUPUI students may be seen in the Office of Student Employee Health Service on a fee-for-service basis. All labs, x-rays, or referrals are the responsibility of the student. Appointments can be made by calling (317) 274-8214. The clinic is open Monday, Wednesday, and Friday from 8:30 a.m. to 5:30 p.m. Applications for health insurance are available at the clinic as well. Additional information is also available online at <http://health.iupui.edu/>.

Students with Disabilities

By anticipating some common problem areas, the university makes every effort to help students with physical or learning disabilities make the transition to university life. A detailed list of services is available through the Office of Adaptive Educational Services, University College, Room 137; Telephone: (317) 274-3241 or TDD/TTY: (317) 278-2050; Web: www.life.iupui.edu/aes.

For student services information on the Bloomington, Gary, Richmond, and South Bend campuses, please see the respective Indiana University campus bulletin.

School Alumni

Graduates of the school maintain an active Alumni Association whereby they continue to participate in the improvement of the programs and the achievement of the school's progressive goals. Leadership is provided by officers and an executive committee elected biennially.

Karen Deery Jones, Alumni Relations E-mail: kdeery@iupui.edu.

Field Agencies

Agencies Participating in Field Instruction

The following list represents the most current account of participating field agencies.

Adams County

- Adams County Memorial Hospital

Allen County

- Allen County Department of Child Services
- Alheimers Association
- Cancer Services of County
- CANI - Head Start
- Dunn Associates
- Family & Children Services
- Fort Wayne Community Schools
- Leadership Fort Wayne
- Lifeline Youth & Family Services
- Lutheran Social Services of Indiana
- Northeastern Indiana Kidney Center
- Owen County Drug Court
- Park Center, Inc.
- Parkview Behavioral Health
- Parkview Memorial Hospital
- Phoenix Associates
- Safy of IN
- SCAN, Inc.
- SOCAP
- St. Joseph Hospital
- Turnstone Center
- United Way of Allen County
- Vincent House
- Whittington Homes & Services for Children & Families

Bartholomew County

- Bartholomew County Youth Services
- Behavioral Healthcare

- Columbus Behavioral Center
- Columbus Regional Hospital
- Ecumenical Assembly of Bartholomew County Churches
- Family Service Association
- Foundation for Youth of Bartholomew County, Inc.
- George Jr. Republic
- Healthy Communities
- Hospice of Bartholomew County
- Quinco Behavioral Health Systems
- Renal Care Group
- Turning Point
- United Way
- Volunteers in Medicine

Boone County

- Indiana United Methodist Children's Home
- Western Boone School Corp.
- Eagle Union School Corp.

Brown County

- Brown County Probation Dept
- Brown County Family Access Program
- Habitat for Humanity, Brown County
- Quinco Behavioral Health

Cass County

- Cass County Family Support
- Cass County Children's Home
- Cass County Office of Family and Children
- Family Opportunity Center
- Galveston Elementary School
- Four County Counseling Center
- Logansport Community School Corp.
- Memorial Hospital Southeastern School Corp

Clark County

- Life Spring Mental Health Center

Clinton County

- Clinton County Division of Family & Child
- Howard Community Hospital
- Preservation Partners, Inc.
- Wesley Manor

Davies County

- Samaritan Center
- Washington Community Schools

Dearborn County

- Community Mental Health Center

Decatur County

- Decatur County Memorial Hospital
- Quinco Consulting Associates

Dekalb County

- Dekalb Memorial Hospital

Delaware County

- Ball Memorial Hospital

- Ball State University
- BMH Homecare Services, Inc
- Comprehensive Mental Health Services, Inc
- Delaware County Family Services & Counseling
- Delaware County Juvenile Service Center
- Delaware County Office of Family and Children
- Kids Peace National Center
- Muncie Community Mental Health Center
- Specialized Alternatives for Families & Youth (SAFY)
- Union Chapel Counseling Center
- Youth Opportunity Center

Dubois County

- Southern Hills Mental Health

Elkhart County

- Adoption Resource Services, Inc.
- Bashor Children's Home
- Boys & Girls Club of Goshen
- CAPS
- Cathy Blum Counseling Inc.
- Center for Cancer Care
- Center for Community Justice
- Church for Community Services
- Department of Child Services
- DreamsWork Inc.
- Eastlake Terrace
- Elkhart Community Corrections
- Elkhart Community Schools
- Elkhart County Court Services
- Elkhart General Hospital
- Elkhart Youth Services Bureau
- Fairfield Community Schools
- Family & Children's Center
- Family Services of Elkhart County
- Goshen Care At Home, Hospice Service
- Goshen College
- iFit
- IU Health - Emergency Department
- Goshen Middle School
- Greencroft Healthcare
- Jimtown Intermediate School
- LoveWay Inc.
- Oaklawn
- Ryan's Place
- SJRMC Healthy Family Center
- SPA Ministry's Home
- Villages of Indiana Inc.
- Violence Intervention Project

Fayette County

- Dunn Center
- Fayette County CASA & Victim Asst
- Fayette County Probation Dept
- Fayette Memorial Hospital

Fountain County

- Families United, Inc.

Franklin County

- Margaret-Mary Community Hospital

Fulton County

- Four County Counseling Center
- Rochester School Corp.
- Step Ahead/First Steps

Grant County

- George Jr. Republic
- Boys & Girls Club of Grant County
- Debra Corn Agency
- Family Service Society, Inc.
- Frances Slocum Elementary
- Grant-Blackford Mental Health Center
- Marion General Hospital
- Marion VA
- New Horizons Youth Ministries
- United Way of Grant County

Greene County

- Bloomfield Schools
- Shakamak Jr. & Sr. High School

Hamilton County

- Behavior Corp
- Carmel High School
- College Wood Elementary
- Family Tree Counseling
- Lennon & Associates
- Tri County Mental Health Center
- Buckingham & Associates, P.C.
- Community VNA
- Center for Mental Health
- Hamilton Centers
- Hamilton Co. Community Corrections
- Noblesville Intermediate School

Hancock County

- Christian Youth Home
- Gallahue Mental Health
- Hancock County Office of Family & Children
- Hancock Memorial Hospital
- Hancock Regional Hospice
- Mount Comfort Elementary School

Hendricks County

- Agency on Aging
- Behavior Consultation and Therapy Services, Inc.
- Brownsburg Meadows Nursing Home
- Cummins Mental Health Center
- Hendricks Community Hospital
- Hendricks County Department of Child Services
- Hendricksburg Community School Corp.
- Plainfield Community School Corp
- Plainfield Juvenile Correctional Facility
- Sheltering Wings
- Sycamore Services

Henry County

- Bennett House
- Charles A. Beard Community Schools

- Cardinal Service Management, Inc.
- Dunn Mental Health
- Henry County Division of Child Services
- Henry County Memorial Hospital
- Interlocal Community Action Program
- Lifestream
- New Castle School Corp.
- Raintree

Howard County

- Behavioral Health Care of Northern IN
- Family Service Association
- Guardian Angel
- Howard Community Hospital
- Howard County Juvenile Probation
- IU-Kokomo Destination:Education UK
- Kokomo Academy
- Kokomo Counseling Center
- Kokomo-Center Schools
- Robert Kinsey Youth Center
- Saint Joseph Hospital-Kokomo
- Villages of Indiana

Jackson County

- Jackson County Department of Child Services
- Jackson County Education Center
- Quinco Consulting Associates
- Schneck Medical Center
- Seymour Community Schools

Jasper County

- Office of Family and Children
- Rensselaer Care Center
- Rensselaer Central Schools

Jay County

- Jay School Corp.

Jefferson County

- Jefferson County Youth Shelter
- Quinco Consulting Associates

Jennings County

- Jennings County School Corp.
- Quinco Behavioral Health

Johnson County

- Adult & Child Mental Health Center
- Center Grove Community School Corp.
- Choices in Counseling
- Greenwood Community School Corp
- Greenwood Counseling Association
- HSI-Head Start
- Johnson County Juvenile Detention Center
- Johnson County Office of Family & Children
- Johnson County School Corp.
- Johnson County Youth Services Bureau
- Northwood Elementary School
- Tara Treatment Center
- Valle Vista Hospital
- Webb Elementary School

- Youth Connections

Knox County

- Willows

Kosciusko County

- Bowen Center
- CASA of Kosciusko County
- Combined Community Services
- ExtendaCare, Inc.
- Med One Home Care

Lake County

- Adoptions and Family Services
- Campagna Center
- Catholic Family Service
- Community Hospital – Social Services
- Crisis Center Alternative House
- East Chicago School Corp.
- Edgewater System for Balanced Living
- Gary Community School Corp.
- Gary Neighborhood Services, Inc.
- Griffith Public School Corp.
- Hammond Public School Corp.
- Hospice of the Calumet Area
- Lake County Office of Family and Children
- Merrillville Public School Corp.
- Methodist Hospitals – Adult Behavioral Medicine
- Methodist Hospitals – Rehab Centers
- Methodist Hospitals – US Steel Employee Assistance Program
- New Creations
- Reginal Community Mental Health Centers
- River Forest School Corp.
- Sojourner Truth Home
- St. Anthony's Medical Center
- St. Catherine Hospital Behavioral Health Services
- St. Margaret Mercy Hospital – Behavioral Medicine Outpatient Center
- St. Margaret Mercy Hospital Health Centers
- Unity Hospice
- Veterans Life Changing Services

LaPorte County

- Dunebrook
- Family and Community Services, Inc.
- LaPorte Child Services
- LaPorte Hospital and Health Services
- LaPorte County Prosecutor's Office
- LaPorte Hospital
- Michigan City Area Schools
- SandCastle Shelter
- Swanson Center
- Visiting Nurse Association

Lawrence County

- Bedford Hospitality House
- Bedford Regional Medical Center
- Lawrence County Department of Child Services
- Hoosier Uplands

Madison County

- Anderson Center of St. John's
- Anderson Community School Corp.
- Anderson Psychiatric Clinic
- Anderson University
- Center for Mental Health
- Center for Mental Health
- Children's Bureau
- Community Hospital
- Dove Harbor
- Elwood Community School Corporation
- Madison County Juvenile Probation
- Madison County Youth Shelter
- Mustin Memorial Shelter
- Pendleton Juvenile Correctional Facility
- Saint John's Hospital
- Visiting Nurse Health Care
- West Bale Elementary School

Marion County

- ACES Project
- Adult & Child Mental Health Center
- AIM
- Altenheim Community
- Alternative Learning Center
- Alzheimer's Association
- American Village
- Aseracare Hospice
- Associated Family Therapists
- ATC Brookview Rehab/Spec Care
- Beacon House
- Behavioral Care
- Bethany Christian Services
- Big Brothers/Big Sisters
- Boner Community Center
- Boys & Girls Club of Indianapolis
- Breaking Free
- Brebeuf Jesuit Preparatory School
- Bridges to Success
- Brooke's Place
- Brookview ATC
- Brookview Rehabilitation Center
- Carmel-Clay Schools
- Casey Family Programs
- Catholic Social Services
- Child Advocates, Inc.
- Children's Bureau, Inc.
- Children's Coaliton of Indiana
- Choices, Inc.
- Christamore House
- Christel House Academy
- Christel House, Inc.
- Church Federation of Greater Indianapolis
- CICOA
- Clarian Health Partners/IU Hospital
- Clarian Methodist Hospital
- Clarian/Riley Hospital
- Coburn Place Safe Haven
- Coleman Adoption Services
- Columbia Women's Hospital

- Community Action of Greater Indianapolis
- Community Addiction Services of IN
- Community Alliance of the Far Eastside
- Community Centers of Indianapolis
- Community Health Network
- Community Solutions
- Concepts in Coping
- Concord Multi-Service Center
- Consumer Credit Counseling
- COVOH Foundation, Inc.
- Craine House
- Custer Center (Methodist Hospital Complex)
- Damar Homes
- Damien Center
- DAWN Project
- Dayspring Center
- Decatur Township Schools
- Devel Flanner House, Inc.
- Dialysis Clinic, Inc.
- East 91st Street Christian Church
- Easter Seals
- Ebenezer Foundation
- Esther's Place
- Exodus Refugee/Immigration
- Fairbanks Hospital
- Family and Social Service Administration
- Family Counseling Center
- Family Service Association
- Family Works, Inc.
- Far Eastside Community
- Flanner House
- Forest Manor Multi-Service Center
- Forum at the Crossing
- Fresenius Medical Care
- Gallahue Mental Health Center
- Gennesaret Free Clinic
- Gideon's Gate Girls, Inc.
- Goodwill Industries
- Greenbriar Rehabilitation Center
- Greenwood Health & Living
- Hamilton Center
- Hawthorne Community Center
- Healthy Families
- Homeless Initiative Program
- Hoosier Veteran's Assistance Foundation
- Hoosiers Concerned About Gun Violence
- Hooverwood Horizon House, Inc.
- IHS of Indpls at Cambridge
- IN Coalition Against Domestic Violence
- IN Coalition on Housing & Homeless Issues
- IN Society for Social Work Leadership in Health Care
- Indiana Advocates for Children, Inc
- Indiana Association for Community Economic Development
- Indiana Civil Liberties Union
- Indiana Commission on Comm Srvc & Vol
- Indiana Community Cancer Center
- Indiana Department of Child Services
- Indiana Department of Commerce

- Indiana Dept of Corrections
- Indiana Development Training
- Indiana Division of Mental Health
- Indiana Health Group
- Indiana Parent Information Network (IPIN)
- Indiana School for the Blind
- Indiana School for the Deaf
- Indiana State Bar Association
- Indiana State Department of Health
- Indiana University Bell Flower
- Indiana University Cancer Center
- Indiana Women's Prison
- Indiana Youth Advocate Program
- Indiana Youth Group (IYG)
- Indiana Youth Institute
- Indianapolis Foundation
- Indianapolis Housing Agency
- Indianapolis Institute for Families, Inc.
- Indianapolis Juvenile Correctional Facility
- Indianapolis Metropolitan Career Academy
- Indianapolis Police Department
- Indianapolis Private Industry Council, Inc.
- Indianapolis Psychiatric Association
- Indianapolis Public Schools
- Indianapolis Transition Center
- Indianapolis Urban League
- Indianapolis Weed and Seed
- Indianapolis Youth Group
- Information and Referral Network
- Insights Consulting, Inc.
- Interfaith Hospitality Network
- IU Center on International Education
- IU School of Social Work
- IUPUI Counseling & Psychological Service
- IUPUI Office of Neighborhood Partnership
- IUPUI Student Life & Diversity
- IYSA
- Jameson Camp
- Jewel Human Services
- Jewish Community Center
- Julian Center
- Kaleidoscope Church & Partnershi
- Kenosis Counseling
- Key Consumer Organization
- Kids Peace National Centers
- Kindred Hospital
- Lambda Consulting
- Larue Carter Hospital
- Lawrence Township Schools
- Legacy House
- Luise's Love Child Care Center
- Lutheran Child & Family Services
- Marian College
- Marion County Children's Guardian Home
- Marion County Community Corrections
- Marion County Div of Family & Children
- Marion County Health Department
- Marion County Juvenile Court
- Marion County Office of Family & Children
- Marion Superior Court Probation
- Marquette Manor Retirement Community
- Martin Luther King Center
- Mary Rigg Neighborhood Center
- Mental Health Association
- Midtown Community Mental Health Center
- Miller's Merry Manor
- Muscular Dystrophy Association
- National Association of Social Workers
- National Organization for Women
- Neighbors Organized to Assist Humanity, Inc (N.O.A.H.)
- New Perspectives
- Nina Mason Pulliam
- Noble of Indiana
- Northwest Manor Healthcare Center
- OIC Indiana State Council
- Outreach, Inc.
- PACE, Inc.
- Paralegal on Call
- Partners in Housing
- Pathway Family Center
- Peace Learning Center
- Pike Township Schools
- Plainfield Juvenile Correctional Facility
- Planned Parenthood of Indiana
- Prevent Child Abuse
- Project Impact
- Quality Care Solutions
- Quest for Excellence
- Raphael Health Center
- Reach for Youth
- Rehabilitation Hospital of IN
- Resolute
- Robin Run Retirement Village
- Rosewalk Village
- RTC Resource
- Rupert's Kids, Inc.
- Safe Haven of Indianapolis
- Saint Mary's Child Care Center
- Salvation Army
- Sanders School
- Senior Health Insurance Info Prog
- SHARE Program
- Sharing and Caring Comm MH Center
- Southeast Multi-Service Center
- Southern Care Hospice
- Southport Counseling Center
- Southside Youth Council
- St. Elizabeth's Home
- St. Francis Hospital & Health Centers
- St. Vincent Hospice
- St. Vincent Hospital & Health Services
- St. Vincent Stress Center
- State of IN FSSA
- Stopover, Inc.
- Sunrise Assisted Living
- Supportive Systems, LLC.
- Technical Training Services
- The Villages
- Transitional Assistance Services, Inc.

- United Senior Action
- United Way of Central IN
- VA Medical Center
- Villages of Indiana
- Visiting Nurse Services
- Vista Care Volunteers of America
- Warren Township Schools
- Wayne Township Schools
- Wellington Manor
- Wellness Community
- Wesley Community Services
- West Central Joint Services
- West Morris St Free Methodist Church Youth Ministry
- Westminster Village North
- Westside Community Development
- Westside Health Clinic
- Westview Hospital
- White's Family Services
- Wildflower Resource
- Wishard Health Services
- YMCA of Greater Indianapolis
- Youth Emergency Services
- YWCA Speedway Schools

Marshall County

- Behavioral Health Care - Plymouth
- Bowen Center
- City of Plymouth, Office of Mayor
- Community Hospital of Bremen
- Culver Educational Foundation
- Department of Child Services
- Heminger House
- Pilgrim Manor Rehabilitation Center
- St. Joseph Regional Medical Center

Miami County

- Bona Vista
- Maconaquah Elementary School
- Peru Community School Corp

Monroe County

- Adult Day Care
- Amethyst House
- Area 10 Agency on Aging
- Bannecker Community Center
- BHC Meadows
- Big Brothers/Big Sisters of Co
- Bloomington Convalescent Center
- Bloomington Correctional Facility
- Bloomington Hospital
- Bloomington Juvenile Treatment Facility
- Bloomington Meadows Hospital
- Bloomington Parks & Recreation
- Bloomington Township Trustee
- Boys & Girls Club of County
- Catholic Social Service
- Edgewood Intermediate School
- Family Service Association
- Family Solutions

- Forest Hills Special Ed Coop
- Gay/Lesbian & Bisex Student Supp
- Head Start Program
- Hospice of Bloomington
- Hospitality House
- Indiana Institute for Communities & Disabilities
- Institute for Disability and Community
- Institute for Family & Social Responsibility
- IU Health Services
- IU Legal Clinic on Mental Health & Disabilities
- IU School of Law
- Meadowood Retirement Community
- Middle Way House
- Monroe County Community School Corp.
- Monroe County Department of Child Services
- Monroe County Probation Department
- Monroe County United Ministries
- Monroe County Wrap Around
- Older American Center
- Options for Better Living
- Perry Township Trustee Office
- Public Health Nursing
- Richland-Bean Blossom Schools
- Shelter, Inc
- Southern Care Hospice
- Stonebelt Center
- The Villages
- Youth Services Bureau of County

Montgomery County

- Family Crisis Shelter of Montgomery County
- St. Claire Hospital
- Wabash Valley Hospital
- Youth Services Bureau
- Wabash Valley Hospital
- Youth Services Bureau

Morgan County

- Center for Behavioral Health
- Guardian Ad-Litem Program
- IU Bradford Woods
- Mooresville Community School Corp
- Morgan County Department of Child Services
- Waters Nursing Home

Newton County

- Lincoln School

Noble County

- East Noble School Corp.
- Shepherd of the Hill

Owen County

- Center for Behavioral Health
- Hamilton Center
- Owen Valley Alternative School
- Residence at McCormick's Creek

Parke County

- Hamilton Centers

- Protect the Innocent, Inc.

Porter County

- Fountainview Place Nursing & Rehabilitation Center
- Midwest Ctr for Youth and Families
- Pines Village
- RehabCare Unit
- St. Mary Medical Center
- Valparaiso Community School Corp

Putnam County

- Cummins Behavioral Health Systems
- Greencastle Middle School
- Indiana Family & Social Services Administration
- Old National Trail Special Services Cooperative
- Putnam County Health Services Clinic
- South Putnam Co. School Corp.

Randolph County

- Dunn Mental Health
- Randolph County Development Center
- Randolph Eastern School Corp.
- Randolph Eastern School Corp.
- Randolph County Office of Family & Children

Ripley

- Community Mental Health Center
- Preventive Aftercare, Inc.
- Ripley-Ohio-Dearborn Special Education Cooperative

Rush County

- Dunn Mental Health Center
- Harcourt Mental Health Services
- Tara Substance Abuse Treatment Center

Shelby County

- Gallahue Mental Health
- Shares, Inc.
- Shelby County Department of Child Services
- Shelby County Office of Family & Children
- Shelby County Youth Center
- Shelbyville High School

St. Joseph County

- Alzheimer's Association
- American Cancer Society
- American Heart Association
- American Red Cross
- B.A.B.E. Program
- Battell Center Community Activity Center
- Battell Senior Workers, Inc.
- Big Brothers & Big Sisters
- Bonhomie Counseling Corp
- Bridges Out of Poverty
- Broadway Christian Parish
- CASA
- Catholic Charities of South Bend
- Center for the Homeless
- Center for Hospice & Palliative Care
- Child Protective Services

- Children's Campus
- Community Resource Center
- Congressman Donnelley's Office
- Darden Intermediate Center
- Dismas House
- Ducomb Center
- Family & Children's Center
- Families First Center
- Family Justice Center of St. Joseph County
- Family Learning Center
- First Presbyterian Church of South Bend
- Golden Living
- Hannah's House
- Health & Wellness Center, IUSB
- Healthwin Specialized Care
- Healthy Family Center
- Holy Cross Counseling Group
- Holy Cross Living Center
- Holy Cross Village at Notre Dame
- Hope Ministries
- Hospice of St. Joseph County, Inc.
- Hospital of South Bend
- Intrigue Counseling
- IUSB Disability Support Services
- IUSB Health & Wellness Center
- IUSB Student Counseling Center
- Ivy Tech Community College
- Juvenile Probation Department of St. Joseph
- La Casa de Amistad
- Liberty Elementary School
- Life Treatment Centers
- Lincoln Therapeutic Partnership
- Logan Community Resources Inc.
- Madison Center and Hospital
- Madison Center for Children Memorial
- Memorial Hospital
- ND Legal Aid Clinic
- Nowak & Associates
- Oaklawn Quiet Care
- Open Door Adolescent Health Clinic
- North Star
- Real Services/Area 2
- Recovery of Hope
- Regional Center for Autism
- Riley High School
- Saint Joseph's Medical Center
- Sanctuary at St. Joseph
- South Bend Common Council
- South Bend Community Schools
- South Bend Juvenile Correctional Facility
- South Bend Parks & Recreation
- Summit Counseling Services
- Swanson Center
- The Warner Clinic
- Transforming Action Through Power
- Youth Services Bureau
- YWCA

Steuben County

- Steuben County Division of Family & Child

Tippecanoe County

- Area 04 Agency on Aging
- Carey Home for Children
- Charter Behavioral Health Systems
- Community & Family Resource Center
- Cummins Mental Health Center
- Debra Corn Agency, Inc.
- Family Services, Inc.
- FOCUS
- GLASS
- Greater Lafayette Health Services
- Group Homes for Children
- Happy Hollow Elementary School
- Indiana Veteran's Home
- La Healthcare Center
- Lafayette Urban Ministry
- Purdue University
- Saint Elizabeth's Hospital
- St. Elizabeth Hospice
- St. Elizabeth Medical Center
- Tippecanoe County Department of Child Services
- Wabash Valley Hospital
- YWCA

Vigo County

- Covered Bridge Special Education District
- Cummins Mental Health Center
- Family Service Association of Wabash Valley
- Gibault School for Boys
- Hamilton Center
- State of IN FSSA
- Veterans Administration Hospital
- Vigo County Office of Family & Children
- Visiting Nurse Association of the Wabash

Wabash County

- Bowen Mental Health Center
- Education for Conflict Resolution
- Southeastern School Corp.
- White's Residential & Family Services

Wayne County

- Area 09 Agency on Aging
- Centerville Abington Schools
- Dunn Mental Health Center
- Earlham College
- Northeastern Elementary School
- Reid Memorial Hospital
- Richmond Community Schools
- Richmond State Hospital
- Wayne County Office of Family & Children
- Wernle Children's Home

Whitley County

- Otis R. Bowen Center
- Whittington, Inc.

Out-of-State Agencies

- Ada S. McKinley, Chicago, IL
- Butler County Dept. of Human Services, OH

- Cancer Family Care, Cincinnati, OH
- Cedar Springs Care Center, New Paris, OH
- Center on Budget & Policy Priorities, Washington, DC
- ColeMonroe County Mental Health Center, Mattoon, IL
- Dane County Advocates for Women, WI
- Darke County Mental Health Clinic, Greenville, OH
- Fountain House—New York, NY
- Gompers Middle School, Chicago, IL
- Lawrence County Health Department, Lawrenceville, IL
- M. Langley Counseling & Consulting, Niles, MI
- St. Augustine Cathedral School, Kalamazoo, MI
- VA Medical Center of Danville, Danville, IL
- Veteran's Home, Barstow, CA
- Woodlands Behavioral Healthcare, Cassapolis, MI
- Yellowstone Boys & Girls Ranch, Billings, MT

International

- Carden Social Services, London, England
- Cardiff Social Services, Cardiff, Wales
- Curtin University of Technology, Perth, Western Australia
- Kildare West Mental Health Services—Kildare, Ireland
- NIMHANS, Department of Psychiatric Social Work, Bangalore, India
- London Borough of Hounslow, Social Service Dept., London, England
- Maudsley Hospital, Michel Rutter Centre for Child & Young People, London, England
- P. Universidad Catolica de Chile, Santiago, Chile
- Southward Social Services, Quality Assurance Unit, London, England
- St. David's Hospital, Child & Adolescent Mental Health, Canton, Cardiff
- Theodora Project, Negril, Jamaica
- University of Canterbury, Department of Social Work, Christchurch, New Zealand
- University of Christchurch, New Zealand
- University of Hounslow Community Mental Health Team, Middlesex, England
- University of Orange Free State, Free State, South Africa

Faculty**Core Faculty**

- ***Adamek, Margaret, Ph.D.** (Case Western Reserve University, 1989), Ph.D. Program Director and Professor of Social Work, IUPUI
- **Anderson, Jennifer, M.S.W.** (Southern Illinois University, 1997), Clinical Assistant Professor of Social Work, IUN
- **Armstead, Sheila, M.S.W.** (Indiana University, 1992), IUE MSW Field Instruction Coordinator and Clinical Assistant Professor of Social Work, IUE
- **Barbosa, Ivette, M.S.W.** (University of Puerto Rico, 1991), B.S.W. Student Services Coordinator, IUPUI
- ***Barton, William, Ph.D.** (University of Michigan, 1985), Professor of Social Work, IUPUI

- **Bell, Jacqueline, M.S.W.** (*Washington University of St. Louis, 1977*), *Child Welfare Scholars Field Coordinator, IUPUI*
- ****Bennett, Robert, D.S.W.** (*University of Utah, 1991*), *Director M.S.W. Program and Associate Professor of Social Work, IUPUI*
- ***Black, Carolyn, Ph.D.** (*University of Illinois at Chicago, 1996*), *Associate Professor of Social Work, IUPUI*
- ****Blackman, Lorraine, Ph.D.** (*Florida State University, 1992*), *Associate Professor of Social Work, IUPUI*
- ****Boys, Stephanie, Ph.D.** (*University of Michigan, 2005*), *Assistant Professor of Social Work, IUPUI*
- **Brandon, Kristin, M.S.W.** (*Indiana University South Bend, 2003*), *Field Coordinator, Lecturer, IUSB*
- ****Byers, Katharine, Ph.D.** (*Indiana University, 1989*), *IUB B.S.W. Program Director and Associate Professor of Social Work, IUB*
- **Campbell, Craig, M.S.W.** (*Indiana University, 1998*), *Labor Studies Student Services Coordinator, IUPUI*
- **Carlson, Joan, D.S.W.,** (*Florida State University, 2012*) *Assistant Professor of Social Work, IUPUI*
- **Crouch, Mark, M.A.** (*University of Iowa, 1980*), *Associate Professor of Labor Studies, IPFW*
- **Dale, Marlo,** *MSW Student Services Coordinator and Recruitment Specialist, IUPUI*
- ***Daley, James, Ph.D.** (*Florida State University, 1986*), *Associate Professor of Social Work, IUPUI*
- ***Davis, Charles, Ph.D.** (*American University, 1986*), *Professor of Labor Studies, IUPUI*
- **Davis, Jennifer, Ph.D.** (*University of Kansas 2011*), *Assistant Professor of Social Work, IUN*
- **Davis, DeeEllen, M.S.W.** (*West Virginia University, 1978*), *M.S.W. Student Services, IUPUI*
- **Dennis, Sheila, M.S.W.** (*Indiana University, 1999*), *M.S.W. Field Coordinator, IUPUI*
- **Duggan, Lynn, Ph.D.** (*University of Massachusetts at Amherst, 1993*), *Associate Professor of Labor Studies, IUB*
- **Fitzgerald, Ed, J.D.** (*Indiana University, 1997*), *IUE B.S.W. and M.S.W. Program Director and Assistant Professor of Social Work, IUE*
- ****Folaron, Gail, Ph.D.** (*University of Illinois, 1993*), *Professor of Social Work, IUPUI*
- **Gallagher, John, Ph.D.** (*University of Texas at Arlington, 2012*), *Assistant Professor, IUSB*
- **Galyean, Erika, M.S.W.** (*Indiana University, 1992*), *B.S.W. Field Instruction Coordinator and Teacher Practitioner, IUPUI*
- **Gass, Sherry, M.S.W.** (*Indiana University, 1987*), *M.S.W. Student Services and Admissions Coordinator and Teacher Practitioner, IUPUI*
- **Gentle-Genitty, Carolyn, Ph.D.** (*Indiana University, 2008*), *Assistant Professor of Social Work, IUPUI*
- **Hall, James, PhD.,** (*University of Wisconsin, 1980*) *Professor of Social Work, IUPUI*
- **Harris, Marshelia, M.S.W.** (*Indiana University, 2001*) *Visiting Lecturer, IUN*
- ****Hostetter, Carol, Ph.D.** (*Indiana University, 1997*), *Associate Professor of Social Work, IUB*
- **Howes, Patricia, M.S.W.** (*Michigan State University, 1993*), *Director, Child Welfare Education and Training Partnership, IUPUI*
- **Iverson, Thandabantu, Ph.D.** (*Clarke-Atlanta University, 2007*), *Assistant Professor of Labor Studies, IUN*
- ****Khaja, Khadija, Ph.D.** (*University of Utah, 2003*), *Associate Professor of Social Work, IUPUI*
- ***Kim, Hea-Won, Ph.D.** (*University of Wisconsin—Madison, 1998*), *Associate Professor of Social Work, IUPUI*
- **Larimer, Susan, M.S.W.** (*Indiana University, 1987*), *M.S.W., Lecturer, IUPUI*
- ****Lay, Kathy, Ph.D.** (*University of Louisville, 2002*), *Associate Professor of Social Work, IUPUI*
- **Lemp, Cindy, M.S.W.** (*Washington University, 1986*), *Permanent Part-Time Instructor, IUSB*
- **Luca Sugawara, Carmen, Ph.D.** (*Catholic University of America, 2005*), *Assistant Professor of Social Work, IUPUI*
- **Lynch, Darlene, Ph.D.** (*University of Illinois, 1985*), *Director, Division of Social Work, and Professor of Social Work, IUN*
- **Majewski, Virginia, Ph.D.** (*University of Pittsburgh, 1993*), *Professor of Social Work, IUPUI*
- **Massat, Carol Rippey, Ph.D.** (*University of Illinois, 1992*) *Professor and Director of MSW Program, IUSB*
- **McCabe, Heahter, M.S.W., J.D.** (*Indiana University, 1996, 2003*) *Assistant Professor of Social Work, IUPUI*
- **McCallister, Bruce, M.S.W.** (*Western Michigan University, 1986*), *Program Services Coordinator and Teacher, IUB*
- ****McGuire, Lisa, Ph.D.** (*Case Western University, 2000*), *Director BSW Program Director and Associate Professor of Social Work, IUPUI*
- ****Mello, William, Ph.D.** (*New School for Social Research, New York, 2004*), *Associate Professor of Labor Studies, IU Kokomo*
- ****Mishler, Paul, Ph.D.** (*Boston University, 1988*), *Associate Professor of Labor Studies, IUSB*
- **Moffit, Kim, M.S.W.** (*Indiana University, 1995*), *Visiting Lecturer School of Social Work, IUPUI*
- **Mrozinske, Elena, M.S.W.** (*Indiana University, 1998*), *Visiting Lecturer, IUN*
- **Nes, Janet, M.S.W.,** *Coordinator of the MSW Program, (Indiana University, 1986) IPFW*
- **Omorayo, Akanke, M.S.W.** (*Hunter College, 1992*), *Field Coordinator, M.S.W. Field Program, IUPUI*
- **Osborn, Anita, M.S.W.** (*Indiana University, 1987*), *BSW/MSW Child Welfare Scholars Program Student Coordinator/Academic Specialist, IUPUI*
- ***Ouellette, Philip, Ph.D.** (*Laval University, 1995*), *Associate Professor of Social Work, IUPUI*
- ***Patchner, Michael, Ph.D.** (*University of Pittsburgh, 1980*), *Dean of the School of Social Work and Professor of Social Work, IUPUI*
- ***Pike, Cathy, Ph.D.** (*University of Alabama, 1994*), *Associate Professor of Social Work, IUPUI*
- ****Queiro-Tajalli, Irene, Ph.D.** (*University of Illinois, 1984*), *Interim Executive Director of Labor Studies, and Professor of Social Work, IUPUI*

- **Quinn, Carlene, M.S.W.** (Indiana University, 1995), BSW Field Coordinator and Teacher, IUB
- ****Ramsey, Marilynne, Ph.D.** (University of Denver, 2004), Associate Professor of Social Work, IUSB
- ****Roberts, Theresa, Ph.D.** (University of Illinois, 1992), Associate Professor of Social Work, IUPUI
- **Satre, Carol, M.S.W.** (University of Minnesota, 1990), M.S.W. Field Instruction Coordinator and Teacher Practitioner, IUPUI
- **Sovereign, Rae, M.A.A.P.S.** (DePaul University, 2005), Labor Studies Lecturer, IUB
- **Starnino, Vincent, Ph.D.,** (University of Kansas, 2011) Assistant Professor of Social Work, IUPUI
- **Steiner, Lisa, M.S.W.** (Indiana University, 2003), Visiting Lecturer of Social Work, IUE
- ***Sullivan, William Patrick, Ph.D.** (University of Kansas, 1989), Professor of Social Work, IUPUI
- **Tamburro, Andrea, Ed.D.** (Simon Fraser University, 2010), Assistant Professor of Social Work, IUN
- ****Thigpen, Jeffry, Ph.D.** (University of Chicago, 2006), Assistant Professor of Social Work, IUPUI
- ****Thomas, Mark, Ph.D.** (University of Illinois at Chicago, 2005), Associate Professor of Social Work, IUN
- **Varga, Joseph, Ph.D** (New School for Social Research, 2008), Assistant Professor of Labor Studies, IUB
- ***Vernon, Robert, Ph.D.** (University of Michigan, 1990), Professor of Social Work, IUPUI
- **Viehweg, Stephan, M.S.W.** (Indiana University, 1985), Lecturer and Coordinator of the Baker/Riley Circle of Care Initiative, IUPUI
- **Wahler, Elizabeth, Ph.D.** (University of Kentucky, 2012) Assistant Professor, IUSB
- ****Walker, Marquita, Ph.D.** (University of Missouri, 2004), Assistant Professor of Labor Studies, IUPUI
- **Weiler, Robert, M.S.W.** (University of Illinois, 1988), Senior M.S.W. Field Coordinator and Teacher Practitioner, IUPUI
- ****Williamson, Sabrina, Ph.D.** (University of North Carolina at Chapel Hill, 2003), Interim Associate Dean and Assistant Professor of Social Work, IUB and IUPUI
- **Byrd, Donyel, M.S.W.,** (Indiana University, 1995) IUB
- **Capler, Jean, M.S.W.** (Indiana University, 2000), IUB
- **Cardwell, Terri, M.S.W.** (Indiana University, 1985) IUPUI
- **Clark, Carnecia, Ph.D.** (Loyola University, 2008), IUN
- **Conwell, combs Wayne, B.S.** (Indiana University, 2007)
- **Combs, Joseph B., M.S.W.** (Indiana University) IUPUI
- **Cowles, Hannah, M.S.W.** (Aurora University-George Williams College, 2005) IUPUI
- **Decker, Valerie, M.S.W.** (Indiana University, 1999), IUPUI
- **Dietz, Shanna, M.A.** (Indiana University, 2007)
- **Eckhart, Gina, M.S.** (Indiana University, 1992) IUPUI
- **Everhart, Shoshanna, M.S.W.** (Indiana University), IUPUI
- **Fall, Craig, M.S.W.** (Indiana University, 1989), IUPUI
- **Fleming, Nicki, M.S.W.** (Indiana University, 2004) IUPUI
- **Franklin, Bob, M.S.W.** (Indiana University, 1994), IUPUI
- **Galloway, Laura, M.A.** (Indiana University, 1985)
- **George, Kathleen, M.S.W.** (Indiana University, 1997) IUPUI
- **Green, Laura, M.S.W.** (Indiana University, 1999) IUPUI
- **Hairston, Ondrea, M.S.W.** (University of Washington, 2005) IUPUI
- **Hammer, Frank, M.A.** (University of Michigan, 1970)
- **Harris, Marsheila, M.S.W.** (Indiana University, 2001), IUN
- **Hawking, CJ, M.Div.** (Garrett-Evangelical Theological Seminary, 1990)
- **Hier, Alexis, M.S.W.** (Indiana University, 2001) IUPUI
- **Hersch, Jessica, M.S.W.** (Washington University, 1982), IUB
- **Hill, Patrick, M.S.** (Capella University, 2008)
- **Hook, Nancy, M.S.W.** (University of Illinois, 1991), IUPUI
- **Horton, Janell, M.S.W.** (University of Michigan, 1995) IUPUI
- **Jackson, Bethanne, M.S.W.** (University of Michigan, 1992), IUSB
- **Jimenez, Rebecca, M.Div.** (The Theological School of Drew University), IUB
- **Kaatz-Chary, Lin, Ph.D.** (University of Illinois, 2001)
- **Kempson, Deirdre, M.S.W.** (Indiana University 1991) IUPUI
- **Kenis, Ann, J.D.** (Loyola University, 1981)
- **Kim, Sung-Ju, M.S.W.** (Case Western Reserve University, 2005), IUPUI
- **Koso, Gregor, M.A.** (New School for Social Research, 1992)
- **Lewis, Lisa, M.S.W.** (Indiana University, 1998), IUPUI

* Endorsed to chair dissertations

** Regular graduate faculty

Associate Faculty

- **Ashby, Steven, Ph.D.,** (University of Chicago, 1993)
- **Bai, Jieru, M.S.Sc.** (Chinese University of Hong Kong, 2007) IUPUI
- **Barrett, Heather, M.S.W.** (Indiana University, 1989), IUB
- **Baugh, Bill, M.S.W.** (Indiana University, 1997), IUPUI
- **Beasley, Robin, M.S.W.** (Indiana University), IUN
- **Beaton, Gail, M.S.** (Wayne State University, 1972), IU Kokomo
- **Bielski Boris, Monica, Ph.D.,** (Rutgers University, 2005)
- **Bridges-Patrick, Cherie, M.S.W.** (University of Tennessee, 2007)
- **Brown, Tyler, M.S.,** (Indiana State University, 2005)

- **Malschick, Judy, M.S.W.** (*Indiana University, 1989*), IUB
- **Meyer, Christy, M.S.W.** (*Indiana University, 2008*) IUPUI
- **Moody, Steve, M.S.W.** (*Indiana University, 1998*), IUPUI
- **Mulder, Catherine, Ph.D.** (*University of Massachusetts, 2006*)
- **Navarro, Daniel, Ph.D.** (*Indiana University, 2008*), IUPUI
- **Nissen, Scott, M.A.** (*Indiana University, 2006*)
- **Nugen-Murphy, Amy, M.S.W.** (*Indiana University, 2001*) IUPUI
- **Pattison, Mark, M.S.** (*University of Massachusetts, 1998*)
- **Phillips, Joann Lynn, M.S.W.** (*Indiana University, 2004*) IUSB
- **Playford, Gary, M.S.W.** (*Indiana University, 1973*), IUB
- **Pochert, Christine, M.B.A., M.S.W.** (*Indiana University, 1988*), IUSB
- **Polstra, John, M.S.W.** (*University of Chicago, 1991*), IUPUI
- **Randolph, Carla, Ph.D.** (*Indiana University, 1997*), IU Kokomo
- **Rhye, Shirley, M.A.**, (*Purdue University, 2001*)
- **Richardson, Rob, M.S.W.** (*Indiana University, 1999*) IUPUI
- **Ross-Ratney, Rise, B.S.W., M.B.A.** (*George Williams College, 1985*), IUN
- **Ruseva, Tatyana, M.A.** (*Sofia University, 2003*)
- **Sauté, Robert, Ph.D.**, (*City University of New York, 2008*)
- **Schricker, Michele, M.S.W.** (*Indiana University, 2004*) IUSB
- **Schroeder, Beverly, M.S.W.** (*Indiana University, 1997*), IUPUI
- **Sebelski, Ronald, B.A.** (*Indiana University, 1984*)
- **Siddiqui, Shariq, J.D.** (*Indiana University, 2005*)
- **Skinner, Tammy, M.S.W.** (*Indiana University, 1990*), IUPUI
- **Smith-Singleton, Alfreda, M.S.W.** (*Indiana University, 1995*) IUPUI
- **Stone, Darrel, M.S.W.** (*Indiana University, 2006*), IUB
- **Swartz, Susan, M.S.W.** (*University of Connecticut, 1978*)
- **Takahashi, Beverly, Ph.D.** (*New School for Social Research, 2004*)
- **Thompson, Lann, Ed.D.** (*University of South Dakota, 1983*), IUPUI
- **Toney, Sharlene, M.S.W.** (*Indiana University, 2003*), IUB
- **Vonhof, Jeanne, J.D.** (*University of Illinois, 1982*)
- **Weber, Peggy, M.S.W.** (*Indiana University, 1983*), IUPUI
- **Wilkerson, David, M.S.W.** (*Indiana University, 1979*) IUPUI
- **Williams, Francette, M.S.W.** (*University of Michigan, 1979*), IUN
- **Yates, Michael, Ph.D.** (*University of Pittsburgh, 1976*)
- **Yaudes, Cynthia, Ph.D.** (*Indiana University, 2008*)

- **Zanoni, Joseph, Master's in Industrial and Labor Relations** (*University of Wisconsin-Milwaukee, 1986*)

Retired Faculty

- **Beall, Patricia, A.M.** (*Indiana University, 1950*), Professor Emerita of Social Work
- **Behroozi, Cyrus, D.S.W.** (*University of Pennsylvania, 1974*), Professor Emeritus of Social Work
- ****Chang, Valerie, Ph.D.** (*University of Illinois, 1993*), Professor Emerita of Social Work
- **Copeland, Ruth V., M.S.W.** (*University of Michigan, 1948*), Associate Professor Emerita of Social Work
- **Cournoyer, Barry, D.S.W.** (*University of Utah, 1979*), Professor Emeritus of Social Work
- **Cox, Gayle, Ph.D.** (*University of Denver, 1988*), Associate Professor Emerita of Social Work
- **Fortner, Mary E., A.M.** (*Indiana University, 1959*), Associate Professor Emerita of Social Work
- **Kapoor, Jitendra M., Ph.D.** (*Lucknow University, India, 1965*), Associate Professor Emeritus of Social Work
- **Koleski, Raymond A., M.S.W.** (*Boston College, 1951*), Associate Professor Emeritus of Social Work
- **Marshall, Eldon, Ph.D.** (*St. Louis University, 1972*), Associate Professor Emeritus of Social Work
- **Metzger, David F., M.A.** (*Ball State University, 1962*), Associate Professor Emeritus of Social Work
- **Newcomb, Paul, Ph.D.** (*Florida State University, 1986*) Associate Professor Emeritus of Social Work
- **Pardo, George, M.S.S.** (*Fordham University, 1959*), Associate Professor Emeritus of Social Work
- ***Powers, Gerald T., Ph.D.** (*University of Pittsburgh, 1973*), Professor Emeritus of Social Work
- **Siegel, Sheldon, Ph.D.** (*University of Michigan, 1974*), Dean Emeritus of the School of Social Work and Professor Emeritus of Social Work
- **Singh, Sudarshan K., A.M.** (*International Institute for Social Studies, The Netherlands, 1955*), Assistant Professor Emerita of Social Work
- **Smith, Jerome, Ph.D.** (*University of Chicago, 1975*), Associate Professor Emeritus of Social Work
- **Tennant, Violet E., D.S.W.** (*University of Pennsylvania, 1968*), Professor Emerita of Social Work
- ****Van Voorhis, Rebecca, Ph.D.** (*The Ohio State University, 1974*), Associate Professor of Social Work, IUPUI
- **Wagner, Marian, Ph.D.** (*University of Illinois, 1991*), Associate Professor Emerita of Social Work
- **Weeks, Genevieve C., A.M.** (*University of Chicago, 1946*), Professor Emerita of Social Work
- **Westhuis, David, Ph.D.** (*Florida State University, 1987*) Associate Professor Emeritus of Social Work

* Endorsed to chair dissertations

** Regular graduate faculty

Staff

- **Banic, Diane, Administrative Assistant, IUSB**
- **Bailey, Sarah, Support Staff/Recorder, Labor Studies, IUB**

- **Baksh, Rabia**, *Training Specialist, Child Welfare Education and Training Partnership, IUPUI*
- **Barnes, Demetri**, *M.S.W. Administrative Field Secretary, IUPUI*
- **Brokamp, Kevin**, *Instructional Development Specialist, Child Welfare Education and Training Partnership, IUPUI*
- **Carter, Julia**, *Receptionist/Assistant to the Ph.D. and Research Programs, IUPUI*
- **Clifford, Tammy**, *Administrative Assistant to the Dean, IUPUI*
- **Cody, Tiana**, *Training Specialist, Child Welfare Education and Training Partnership, IUPUI*
- **Cottongim-Melody, Linda**, *Administrative Assistant, IUE*
- **Fleischman, Michael**, *Training Specialist, Child Welfare Education and Training Partnership, IUPUI*
- **Gengo, Cindy**, *Support Staff/Recorder, Labor Studies, IPFW*
- **Gerber, Jen**, *Administrative Secretary/Recorder, IUB*
- **Godby-Schwab, Ali**, *Fiscal Affairs Coordinator, IUPUI*
- **Gollmer, Shirley**, *Administrative Specialist, Child Welfare Education and Training Partnership, IUPUI*
- **Guerrettaz, Laurie**, *BSW/MSW Administrative Assistant, IUPUI*
- **Hill, Patrick**, *Support Staff/Recorder, Labor Studies, IU Kokomo*
- **Hoenigman, Alice**, *Training Specialist, Child Welfare Education and Training Partnership, IUPUI*
- **Hubbard, Lisa**, *Lead Trainer, Child Welfare Education and Training Partnership, IUPUI*
- **Huntsman, Talena**, *Admissions Secretary and Assistant Recorder, IUPUI*
- **Johnson, Lisa**, *Lead Trainer, Indiana Child Welfare Education and Training Partnership, IUPUI*
- **Justus, Teresa**, *Administrative Secretary, Indiana Child Welfare Education and Training Partnership, IUPUI*
- **Khamis, Sameeh**, *Technical Coordinator, IUPUI*
- **King-Hearn, Keisha**, *Administrative Assistant and Recorder, IUN*
- **Klein, Shirley**, *Support Staff/Recorder, Labor Studies, IUSB*
- **Klemmensen, Cathy**, *Training Specialist, Indiana Child Welfare Education and Training Partnership, IUPUI*
- **Kruzil, Michael**, *Technical Support Specialist, Indiana Child Welfare Education and Training Partnership, IUPUI*
- **Landis, Patricee Roulette**, *Academic Support Specialist, IUPUI*
- **Lennis, Michelle**, *Administrative Secretary, Field Education*
- **Lindop, Mary**, *Executive Secretary to the Associate Dean, IUPUI*
- **Marks, Erika**, *Lead Trainer, Child Welfare Education and Training Partnership, IUPUI*
- **McNeal, Carolyn**, *Fiscal Accounts Coordinator, Indiana Child Welfare Education and Training Partnership, IUPUI*
- **Mitra, Rupa**, *Database Manager, Child Welfare Education and Training Partnership, IUPUI*
- **Moran, Marty**, *Production Supervisor, Child Welfare Education and Training Partnership, IUPUI*
- **Noe, Sandra**, *Director of Development, IUPUI*
- **Patterson, Katrina**, *Administrative Recorder, IUPUI*
- **Powell, Amy**, *Curriculum and Assessment Specialist, Child Welfare Education and Training Partnership, IUPUI*
- **Ross, LeAndra**, *Assistant Director of Financial Aid, IUPUI*
- **Rucker, Velma**, *Support Staff/Recorder, Labor Studies, IUN*
- **Reynolds, LaShonja**, *Data Entry Clerk, Child Welfare Education and Training Partnership, IUPUI*
- **Schneider, Rob**, *Coordinator of External Affairs, IUPUI*
- **Sellers, Samantha**, *Training Specialist, Child Welfare Education and Training Partnership, IUPUI*
- **Sims, Charles**, *Training Specialist, Child Welfare Education and Training Partnership, IUPUI*
- **Snyder, Celisa**, *Director of Fiscal Affairs, IUPUI*
- **Sweeny, Karen**, *Online Assistant, Labor Studies*
- **Votapek, Jackie**, *Training Manager, Child Welfare Education and Training Partnership, IUPUI*
- **Wade, Stephanie**, *Production Assistant, Child Welfare Education and Training Partnership, IUPUI*

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 labor studies 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 Labor Studies or 60 credit hours for the Bachelor of Science in Labor Studies 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.

BS in Labor Studies

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 Labor Studies 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 labor studies 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 Labor Studies or 120 credit hours for the Bachelor of Science in Labor Studies 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 on the Web at 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 B.S.W., M.S.W., 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 B.S.W., M.S.W., 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 labor studies 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 assistance. 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 submitted. 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 fieldwork.
- 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 B.S.W., M.S.W., or Ph.D. 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 Review.** 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 program.
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 Appeal.** 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.

School of Social Work

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