

Proposal for an Online Master of Social Work Program at IUPUI

Advanced Generalist Concentration

**Indiana University School of Social Work
Indiana University Purdue University Indianapolis
IUPUI**

May 2011

Proposal for the IU Graduate Affairs Committee

**Online Advanced Generalist MSW Degree Program
Indiana University School of Social Work
May 9, 2011**

A. ABSTRACT

The Indiana University School of Social Work (IUSSW) plans to offer an online MSW degree program to extend professional social work practice into underserved regions both within Indiana and beyond. The following features are being designed: This program will offer one *new* concentration in advanced generalist practice in a disability-friendly online format. This is in addition to the School's currently accredited and approved concentrations in child welfare, health, school social work, mental health and addictions, and leadership. Advanced standing at the intermediate level for qualified students will be available as is the case for the other concentrations. Distance-enrolled students will follow the *identical* foundation and intermediate curriculum as delivered in our traditional accredited face-to-face program. The program is planned for part-time study and can be completed within three years. The School has received permission to proceed with this degree from the Council on Social Work Education (CSWE), our national accrediting organization. Ninety percent of the courses for this program have already been approved by the University and are currently being taught in our School.

Mission.

The mission of the IUSSW MSW program is to educate students to be critical thinking, research informed, continuously learning, ethical, and effective social workers prepared for professional practice. The advanced generalist concentration, as with our other five concentrations, fully complies with this mission. Each concentration has its own specific mission and the advanced generalist mission, approved by the School's MSW Curriculum Committee and Faculty Senate, follows:

Advanced Generalist Mission

The Advanced Generalist Concentration in the Indiana University School of Social Work prepares students to master multi-faceted roles for practice with individuals, families, groups, organizations and communities within diverse systems and settings.

The mission of our School is core to the online program and no differences exist.

Rationale.

The IUSSW faculty has been most supportive of this initiative. The online MSW program has the support of the MSW Curriculum Committee that oversees all instructional aspects of the master of social work program and the IUSSW Faculty Senate. We have been discussing the feasibility of offering an online MSW since 2001 and, given the level of available talent and infrastructure now available within the School and University, are ready to offer a high quality degree program.

Our School has been providing individual online courses for over a decade. Almost all of our BSW courses are available online and roughly half of our MSW courses have been taught online as well. In addition we have considerable technological expertise on our faculty. Three of the five tenured faculty who are developing the online program have national reputations in technology and social work. The credentials of these faculty include eight invitational addresses and keynotes on technology, 18 juried articles, 52 presentations, and one textbook. Our School also has a degree program in Labor Studies that has been online since 2002 and is taught by colleagues with substantial online expertise. As a result, we certainly have the will and the requisite resources needed to deliver a superior program.

Objective.

The objective of the online program is to increase accessibility for qualified students to earn the Master of Social Work degree when this would otherwise be very difficult or impossible. While the IUSSW enjoys market prominence within Indiana, we still have many potential and well-qualified applicants who cannot easily attend any of our campuses. Roughly 80% of Indiana is rural, and many of these potential students cannot leave their immediate areas because of family and work obligations. As the program grows we anticipate enrolling students with similar constraints on a national basis. The majority of students in the distance program will probably come from rural and micropolitan areas.

Unique and Innovative Features.

The program will be highly innovative and unique, both within the State of Indiana and nationally. Courses will be offered at four quarterly intervals throughout the year instead of through the traditional semester model. Each course will be eleven weeks in length followed by a two week break with adjustments for holidays. Offering the courses in eleven weeks should not be difficult given that many of our MSW courses are currently taught in six weeks during the summer sessions. Once completely developed, all courses in the curriculum will be offered on a quarterly basis. As a result students may study at their own pace and stop-out as needed without having to wait a full year to resume their studies. The program is not intended to follow a cohort model.

The advanced generalist concentration is the most common one in social work. It is very well suited for practice in rural, suburban, and stressed urban settings. It is viable for almost all career positions where a CSWE-accredited degree is required, yet it is currently not available to Indiana students at the MSW level. The online MSW program will help fill this gap.

The program is not intended as a hybrid model where students attend classes on campus from time to time. Students will come to campus or a regional meeting location at the very beginning of starting their coursework for orientation and the face-to-face component of the S501 course. Afterwards, students will attend classes online through a customized web interface of our own design and will work both synchronously as in face-to-face classes and independently in asynchronous modes as determined by course content. Students will again return to campus prior to beginning their concentration practicum and the School's field faculty will make face-to-face practicum visits with the students and their field agencies. An added feature is that the program will be able to accommodate students with ability challenges. Students will not be allowed to transfer between traditional and distance classes because of advanced technical requirements beyond Oncourse. Online students will be permitted to apply for transfer into the traditional concentrations on a space-available basis if they so desire.

Curriculum.

The Indiana University School of Social Work, now in our 100th year, has been continually accredited since 1923. We offer academically sound baccalaureate, masters, and doctoral degrees in social work. We are ranked 26th in the nation out of 208 MSW programs in the country by *U.S. News and World Report*. Our School is nationally recognized as a leader in curriculum and program assessment.

The 60 hour online MSW degree is planned as a part-time curriculum of study. Students may complete the degree within a little over two and a half years although we anticipate that most students will take longer. The MSW degree curricular requirements for our School - traditional and online - will be identical. Our curriculum consists of five foundation courses, five intermediate courses including a practicum, and usually nine courses in the concentration year that include two practica and electives. All of the traditional courses have been approved and successfully offered since the faculty revised the MSW curriculum in 2003. The advanced generalist concentration makes use of these courses and

consists of five that are currently offered, two additional electives, and two new courses that will be unique to the concentration: Advanced Generalist Practice I and II, three semester credit hours each. These courses have been approved by the IUSSW MSW Curriculum Committee and the Faculty Senate. This curriculum is equivalent to our five other concentrations.

Clientele to be Served.

We plan to offer the online MSW program first within Indiana and possibly adjacent states. We anticipate expanding to a national audience as demand increases. Potential students include students holding a baccalaureate degree generally in the social sciences from a regionally accredited university. International students may become a possible market and will be screened by CSWE's International Social Work Degree Recognition Program and Evaluation Service. Advanced standing status for students holding a CSWE-accredited bachelor's degree is planned as well. The School plans to use the identical admissions criteria for the online students as it does for those that traditionally enroll. An additional technology requirement will be required as described below.

Employment Possibilities.

According to the U.S. Department of Labor - Bureau of Labor Statistics, social work positions are expected to grow faster than average in comparison with other professions through 2018. Job prospects are expected to be favorable, especially for social workers who specialize in the aging population or work in rural areas. Private sector social service jobs are also expected to increase.¹ As a rather dramatic statistic a national job search engine recently listed 265 positions for social workers in Indiana alone.²

B. PROGRAM DESCRIPTION

Design and Consultation.

The program has been designed by our Distance Education Committee that consists of our Associate Dean Dr. Ginny Majewski, IUSSW Technology Committee Chair Dr. Darlene Lynch, and tenured faculty members Dr. Kathy Lay, Dr. Philip Ouellette, and Dr. Robert Vernon. We have worked with Thomasine Heitkamp, Director of Social Work for the University of North Dakota. She has a national reputation in developing and administrating distance social work education and has directed her university's online MSW program for over twenty years. We consulted colleagues from the Kelley Direct School of Business, the School of Library and Information Science, the School of Nursing and the Center for Teaching and Learning. We have established consultation with IUPUI Adaptive Educational Services.

Admission Requirements.

Admission requirements for both the traditional and distance MSW programs include:

1. Evidence of an earned bachelor's degree from a college or university accredited by a recognized regional accrediting association, by providing an official transcript showing verification of the degree.
2. Evidence of course work in liberal arts, demonstrated by the successful completion of a minimum of six courses in social or behavioral sciences. Courses are accepted from the following disciplines: Psychology, Sociology, Anthropology, Economics, Political Science, Criminal Justice, and Social Work. An applicant may have no more than three pre-requisites from Economics or Political Science. Other listed majors may have all six pre-requisites from their discipline.

¹ United States Bureau of Labor Statistics: <http://www.bls.gov/oco/ocos060.htm>

² GoJobs: <http://www.gojobs.com>

Applicants who are unclear whether a course will be accepted as a social or behavioral science pre-requisite course are encouraged to seek pre-approval. This may be done by submitting a syllabus or a course description duplicated from a school bulletin.

3. Evidence of successful completion of one course in statistics. This course can be taken in any discipline and on any level (graduate or undergraduate) so long as it was taken at an accredited college or university. The school does not recommend any specific course. The course may be taken pass/fail with approval. Applicants who are unclear whether a course will be accepted as a statistics pre-requisite course are encouraged to seek pre-approval.

4. An earned cumulative undergraduate grade point average (GPA) of at least 3.0 on a 4.0 scale in the final 60 credit hours (or 90 quarter hours) of the degree. Those seeking an exception to this requirement should utilize the Petition for Exceptional Consideration found in the Admission Application.

We plan on one additional requirement for the distance program:

5. Each student is required to have a specific type of laptop or desktop computer that is dedicated solely for use with the online program. Capabilities must include two-way visual and audio features. Minimal bandwidth connectivity is specified. Students must bring their computers to campus for the orientation session to ensure they meet both hardware and software requirements and to troubleshoot any technology issues.

Description of Proposed Curriculum.

An advanced generalist curriculum focuses on strengths and problem analysis, role choice and multiple systems interventions. The advanced generalist concentration is the most rapidly growing one in graduate-level social work education, nationally offered by more than 40 programs. Advanced generalist is most suitable for students who will work in rural and micropolitan areas where services are more limited, as well as students who will work in urban settings that address complex needs and diverse populations. An advanced generalist curriculum focuses on more complex role choices for multi-system interventions that often cut across diverse population groups and fields of practice. Given that 80% of Indiana is rural-suburban, this is a most appropriate choice for students who live in these areas and will practice in them. This is also typical for many other states and countries.

The MSW curriculum for the online program consists of the courses listed below. All courses except the two new courses noted below have been approved and are currently being delivered in our MSW program. Each course has a designated faculty content expert. Courses with an asterisk (*) have been taught online.

Immersion and Foundation Courses (Required for all MSW concentrations)

- S501 Professional Social Work at the Masters Level: An Immersion (3 credits)
- S502* Research I (3 credits)
- S503* Human Behavior and the Social Environment I (3 credits)
- S504* Professional Practice Skills I (3 credits)
- S505 Social Policy Analysis and Practice (3 credits)

Intermediate Courses (Advanced Standing students begin with these courses, also required for all concentrations)

- S513* Human Behavior and the Social Environment II (3 credits)
- S514* Practice with Individuals, Families and Groups II (3 credits)
- S516 Social Work Practice II: Organizations, Communities, Societies (3 credits)

- S517* Assessment in Mental Health and Addictions (3 credits)
- S555 Social Work Practicum I (320 total hours) (3 credits)

Advanced Generalist Concentration Courses (Online MSW program)

- S618 Social Policy and Services II (3 credits)
- S623* Practice Research Integrative Seminar I (3 credits)
- S661* Executive Leadership Practice (3 credits)
- S6X1 Advanced Generalist Practice I (3 credits) - **New course**
- S6X2 Advanced Generalist Practice II (3 credits) - **New course**
- S600 Topical elective (3 credits)
- S600 Topical elective (3 credits)
- S651 Practicum II (4 credits)
- S652 Practicum III (5 credits)

Scheduling and Enrollment Forecasts.

The table below provides a depiction of how courses may be scheduled. Separate new groups of students will be admitted quarterly and are shown in different colors, **yellow being the first group.**

Table 1. Sample Schedule for Years 1-3.

Course	First Quarter	Second Quarter	Third Quarter	Fourth Quarter	Yearly total of enrolled students	Comments
Foundation Courses						
S501	20	20	20	20	80	Year 1 begins, all groups
S502	16	16	16	16	64	
S503	16	16	16	16	64	
S504	16	16	16	16	64	
S505	16	16	16	16	64	
Intermediate Courses						
S513	16	16	16	16	64	Advanced standing admissions
S514	16	16	16	16	64	End of first year for first group
S516	16	16	16	16	64	
S517	16	16	16	16	64	
S555	16	16	16	16	64	First practicum available
Concentration Courses						
S618	16	16	16	16	64	
S623	16	16	16	16	64	
S661	16	16	16	16	64	
S6X1	16	16	16	16	64	End of second year for first group
S6X2	16	16	16	16	64	
S600	16	16	16	16	64	
S600	16	16	16	16	64	
S651	16	16	16	16	64	Second practicum available
S652	16	16	16	16	64	Completion of degree by first group

Table 1 is based on the following assumptions:

- During the first year we plan to start small by admitting new groups of twenty students every quarter. This will allow time to assess, refine and adjust the courses.
- We estimate that classes will typically average about sixteen students. This is because of attrition and stop-outs. Not all students will want to continue on as some will discover that online education is not for them. In addition, while the recommended load is two courses per quarter not all students will be able to keep up with this pace.
- Additional enrollment of advanced standing students becomes possible at the beginning of intermediate course offerings although these numbers are not estimated in Table 1.

From Table 1, twenty students enroll in the S501 course during the first quarter. During the second quarter sixteen of these original students continue and take the S502 and S503 courses and a new second group of students enrolls in the S501 course. During the third quarter the original students now take the S504 and S505 courses, the second group takes the S502 and S503 courses and a third group begins S501. This cycle continues and by the end of the third year of operations (12th quarter) the complete curriculum is offered and continually available.

This schedule is scalable. Sections can be added or removed based on demand. As a result it is quite possible that multiple sections of the S501 and subsequent courses may be added as the program progresses. Thus the numbers in the table are conservative. For example, the University of New England's online MSW program initially admitted 40 students and within a year had over three hundred. This suggests that having multiple sections of each course running every quarter should be a reasonable possibility. Please see the commentary on Demand and Employment factors in the next section.

Field Education.

The foundation and concentration field curricula will be delivered in a manner that will duplicate that of our other MSW programs. A full time field coordinator will find appropriate field placement sites and field instructors using the current eligibility criteria for face-to-face student placements. The field coordinator or a faculty field liaison will conduct at least one onsite visit at the agency to ensure adequate supervision and the availability of competency-based experiences. Should a qualified field instructor not be available in an agency, the program will hire a local social work professional to provide expert supervision. All current field policies will be followed. The foundation field placement will consist of a 320 hour experience for sixty semester hour enrolled students and 240 hours for those with advanced standing. The concentration field placement consists of 640 hours.

Assessment.

Evaluation and assessment for social work programs is through the Council on Social Work Education (CSWE) and its specific Educational Policy and Accreditation Standards (EPAS). We are in the middle of our self-study process for reaffirmation of both our baccalaureate and master social work programs. Our next reaffirmation is in 2013. Multiple measures for the CSWE Educational Policy and Accreditation Standards (EPAS) 2.0.1-2.0.10 have been identified in at least two courses within all required foundation and intermediate curricula. The online program plans to use these same measures at the foundation and intermediate levels, thus assuring both direct assessment of beginning competencies and also providing the opportunity for comparative assessment between online and traditional instruction.

One key feature of the EPAS Standards is that field instruction is the "signature pedagogy" for the profession. With this in mind all competency assessments for the advanced generalist curriculum will

include measures from field practica. The School uses a customized Learning Evaluation Tool (LET) to evaluate field practica for each concentration. As a result a highly targeted LET for the advanced generalist concentration will be developed, assessed, refined, and incorporated into ongoing routines.

The advanced generalist curriculum will prepare students to master the following overarching outcomes:

1. demonstrate advanced dimensions of practice through roles such as the broker, advocate, evaluator, outreach worker, teacher, behavior changer, consultant, caregiver, data manager, administrator, mediator, and community planner.
2. engage in multi-dimensional strengths and problem analysis, self-reflective leadership, and ethical advocacy in multiple practice settings.
3. engage in practice informed research and research informed practice in multiple settings and contexts across all sizes of systems.
4. adapt practice interventions to the local dimensions of services in justice, cultural, diversity, social, economic and political contexts.

These outcomes specifically address the ten CSWE Educational Policy and Accreditation Standards competencies that are required for accreditation and practice.

Assessment routines will include the quarterly collecting and management of data bases for each of the concentration courses. Specific assignments such as examinations, papers, and seminar presentations that address the four outcomes above will be designated as key assessment items (similar to social indicators) and entered into the data bases. Linked comparative data from the LET field experiences of the students will also be collected. This will provide two separate sources for comparative aggregate analysis on each of the four outcomes. These will be evaluated on a quarterly basis by the program director, the field coordinator, and the designated faculty content expert(s) towards revising curricular contents and sharpening measures. An assessment discussion will be conducted with all relevant program staff at the end of each operating year. A subsequent report on assessment and outcome evaluation will then be communicated to the MSW Curriculum Committee. Table 2 illustrates how these routines will be implemented.

Table 2. Assessment Plan for Four Overarching Outcomes.

What general outcome are you seeking?	How would you know it if you saw it? (What will the student know or be able to do?)	How will you help students learn it? (in class or out of class)	How could you measure each of the desired behaviors listed in column 2?	What are the assessment findings?	How will the aggregated assessment findings be used to improve your program?
Demonstrate advanced dimensions of practice through roles such as the broker, advocate, evaluator, outreach worker, teacher, behavior changer, consultant, caregiver, data manager,	Students will be able to choose, shift and evaluate practitioner roles as the needs of the system and intervention require to resolve problems from micro through macro dimensions.	Assignments and activities in the S6x1 and S6X2 courses on advanced generalist practice. Selection and participation in relevant multiple-role opportunities	Directed and graded assignments, seminar participation. E-portfolio qualitative evaluation. Specific assessment items in the Learning Evaluation Tool (LET) for practitioner	Grade scores $\geq .8$ on specific assignments. Item scores of 5 – 7 on the Learning Evaluation Tool (LET) (0-7 scale)	Quarterly assessment and revision of S6x1, S6X2 courses depending on analysis of data. Quarterly assessment of field practica depending on analysis of data.

administrator, mediator, and community planner.		and experiences in the S651 and S652 field practica.	roles.		
Engage in multi-dimensional strengths and problem analysis, self-reflective leadership, and ethical advocacy in multiple practice settings.	Students will demonstrate coherent and thorough strength and problem analyses. Students will be able to articulate self-reflect leadership practices. Student will engage in ethical advocacy in multiple settings.	Assignments and activities in the S6x1 and S6X2 courses on advanced generalist practice. Also S618 Social Policy and Services course and S661 Executive Leadership course. Selection and participation in relevant assessment, leadership and advocacy experiences in the S651 and S652 field practica.	Directed and graded assignments, seminar participation. E-portfolio qualitative evaluation. Specific assessment items in the Learning Evaluation Tool (LET) for assessment, leadership, and advocacy.	Grade scores \geq .8 on specific assignments. Item scores of 5 – 7 on the Learning Evaluation Tool (LET) (0-7 scale)	Quarterly assessment and revision of S6x1, S6X2, S618, and S661 courses depending on analysis of data. Quarterly assessment of field practica depending on analysis of data.
Engage in practice informed research and research informed practice in multiple settings and contexts across all sizes of systems.	Students will design and conduct a research project that is applicable in multiple-sized systems.	Assignments and activities in the S623 Practice Research Integrative Seminar. Selection and participation in relevant assessment, leadership and advocacy experiences in the S651 and/or S652 field practica.	Directed and graded assignments, seminar participation. E-portfolio qualitative evaluation. Specific assessment items in the Learning Evaluation Tool (LET) for practitioner roles.	Grade scores \geq .8 on specific assignments. Item scores of 5 – 7 on the Learning Evaluation Tool (LET) (0-7 scale)	Quarterly assessment and revision of SS623 course depending on analysis of data. Quarterly assessment of field practica depending on analysis of data.
Adapt practice interventions to the local dimensions of services in justice, cultural, diversity, social, economic and political contexts.	Students will demonstrate competence in adapting and adjusting interventions to specific situational contexts.	Assignments and activities in the S6x1 and S6X2 courses on advanced generalist practice. Also S661 Executive Leadership course. Participation in contextualizing interventions in the S651 and S652 field practica.	Directed and graded assignments, seminar participation. E-portfolio qualitative evaluation. Specific assessment items in the Learning Evaluation Tool (LET) for practitioner roles.	Grade scores \geq .8 on specific assignments. Item scores of 5 – 7 on the Learning Evaluation Tool (LET) (0-7 scale)	Quarterly assessment and revision of S6x1, S6X2, and S661 courses depending on analysis of data. Quarterly assessment of field practica depending on analysis of data.

Form of Recognition.

Students who successfully complete this program will receive an Indiana University degree of Master of Social Work (MSW) from the Indiana University School of Social Work.

CIP Code. 440701

Program Administrators and Faculty.

The administrative structure for this program will be the same as that for our other MSW programs in Indianapolis, Fort Wayne, Gary, Richmond, and South Bend. The director enjoys the same full-time status as do all other directors within our system. All of the current policies and procedures for faculty

participation and control of the curriculum will be the same as in the face-to-face programs. The director is uniquely qualified. Dr. Vernon has brought two BSW programs completely through the candidacy – first accreditation process. He has served as a member of the CSWE Board of Directors and its national Commission on Accreditation. He holds an accredited MSW from San Diego State University and has an accomplished practice history. He has a national reputation in distance education, especially in the use of virtual worlds. He is a full professor with tenure in the School. Dr. Vernon is a member of the national CSWE Commission on Accreditation’s E-Learning Subcommittee.

At present we are budgeting for a full time director and an administrative assistant, a half-time adviser and a half-time information technology assistant. A full time field coordinator will be hired at least six months prior to students beginning field. At capacity the personnel may expand to include a full-time director, field coordinator, administrative coordinator, admissions coordinator, adviser, and information technology specialist. Current faculty may elect to teach in the distance degree program although this will not be required except for new hires. Specific training on using more advanced technologies such as Adobe Connect, Second Life, and other applications is anticipated. In addition, we plan to recruit additional contract faculty on an as-needed basis in order to deliver the curriculum. This should not be difficult: Five years ago Walden University advertised for social work faculty to teach in an online program and received over 500 applicants. The program must maintain the CSWE-required 1-12 faculty-student ratio.

Learning Resources.

The program plans to develop excellent teaching resources such as recorded demonstrations, core lectures, and similar learning objects. Additional equipment is anticipated because of our intention to provide a disability-friendly learning environment. Towards these goals we will be developing a studio with state-of-the-art production equipment. We have received a \$15,000 grant from the Center for Teaching and Learning – Curriculum Enhancement Grant to support these efforts.

Library supports in distance programs can be especially problematic. This is usually due to the distance between the student and an adequate university-level library, and permission access can be a problem as well. Fortunately, all of our students will technically be enrolled as IUPUI students and have access to our library system. We enjoy one of the largest collections of online journals, books, and media in the world! The tremendous access our students enjoy is truly remarkable. As a result we think that our online students will enjoy considerable advantage, even in comparison with traditional students at other institutions. In addition, most of the major publishers in social work are providing e-texts as well as paper books. This too should ease student access to resources. We also intend to use many of the online resources such as streaming media, YouTube distributed materials, and other teaching tools to an extensive degree. Concerning facilities, the director and staff will have adequate space on our campus and virtually mediated space as well.

C. PROGRAM RATIONALE

Institutional Factors.

The IUSSW has consistently provided sound social work education for a century. In 1911 we were the first in the nation to offer a social work degree from an accredited university. Moreover, our faculty and staff are committed to incorporating technology into instruction. Several faculty members enjoy national reputations in technology innovation.

Local and State-wide Factors.

While we anticipate developing a national presence, there is a significant pool of potential students in Indiana. Thirteen CSWE-accredited baccalaureate programs are located within the state and about 350

BSW students annually matriculate. As a result, the potential for locally based advanced standing students is excellent.

Demand and Employment Factors.

While it is difficult to accurately forecast demand, the University of Southern California's School of Social Work, a leader in distance education, conducted a marketing survey in 2010 and reported that at any given time about 8,000 potential students are nationally available. As mentioned above, social work is a growth profession largely due to rural needs and the expanding aged population.

To date we have received over 30 email and phone inquiries from potential students over the past three months, suggesting substantial interest. This is remarkable as we will not be advertising the program until it has complete approval.

Other Regional, State, and National Factors.

Distance-degree programs in social work are expanding. At present CSWE lists eleven known programs that have a substantial distance education component. Informally, the number is probably double. Research conducted for CSWE predicted that roughly forty programs will have a distance degree component within the next five years (Vernon, Vakalahi, Pierce, Pittman-Munke, and Adkins, 2009).³ Our School must develop this degree program to maintain our national status and also gain market share.

Advising for career development for graduates will be developed prior to admitting the first students. All states and territories have some form of practitioner regulation such as licensure or certification. Students will need assistance in understanding and complying with these statutes.

Impact on other Units and Programs.

The Indiana University School of Social Work is a systems-wide school with the administrative offices located on the IUPUI campus. The MSW degree is currently available on the Indianapolis, Gary, South Bend, Fort Wayne, and Richmond campuses. The curriculum is uniform. No other units within the university system offer a social work degree. As a result there should be no impacts on other units or programs within the university.

Conclusion.

The Indiana University School of Social Work has provided high quality practice and leadership instruction in our profession for a century. This new program will build on these longstanding and established relationships, accomplishments, policies, and routines. The competencies of the online graduates will be identical to our traditionally educated practitioners and promote social and economic justice in many communities well into the future.

Letters of Support

APPENDICES

³ Vernon, R., Vakalahi, H., Pierce, D., Pittman-Munke, P., & Adkins, L. (2009). Distance education programs in Social Work: Present trends and future intentions. *Journal of Social Work Education, 45*(2) 263-276.