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Foreword
This handbook is designed as a reference to assist students in understanding the undergraduate labor studies degree including its curriculum, policies, and procedures. Students referring to this handbook will be able to locate important information throughout their academic career. The handbook provides an overview of the department, its history, mission, and vision as well as available services and opportunities. We strive to provide up-to-date information but reserve the right to make changes when necessary to enhance the quality of student educational experiences. Should questions arise, please contact the following individuals:

<table>
<thead>
<tr>
<th>Marquita Walker, Ph.D.</th>
<th>Patrick Hill, Ph.D.</th>
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Chapter 1: Introduction to the Department of Labor Studies at Indiana University

The Department of Labor Studies (DLS) at Indiana University School of Social Work offers a variety of courses for traditional as well as non-traditional students from working class and underserved constituencies by providing opportunities for life-long learning, university credit for work life experience, a Certificate, an Associate of Science and Bachelor of Science degrees, as well as a minor in Labor Studies on the Indianapolis, Bloomington, Northwest, South Bend, Southeast, East, Columbus, and Kokomo campuses. Our degrees prepare students for leadership, administration, and policy analysis roles in labor related fields such as labor relations, labor management, union and community organizing, and representation. Additionally, practical labor education programs are offered across Indiana. The faculty are engaged in research from their respective backgrounds that examines local, regional, national, and global issues as those issues relate to their impact on workers and their world of work.

Labor studies (LS) is an interdisciplinary field that deals with work, the workplace, workers, and their organizations. It draws from the fields of history, economics, industrial relations, political science, law, sociology, communication, and philosophy, as well as other disciplines. Labor studies’ mission focuses on fostering workers’ participation in democratic institutions that affect work, promoting greater understanding of these institutions and their evolution over time. As a relatively recent addition to academia, LS explores economic, political and social dynamics based on certain groups’ perspectives which draw on several disciplines for research questions and methods. Degree programs in LS are more recent, and Indiana University is one of a handful of universities nationally that offer an Associate and Bachelor of Science degrees in LS.
Labor education is a subfield of LS, a branch of adult education that provides credit and noncredit curricula for employees and labor organization members who seek to improve their understanding of the structures of the labor relations system. LS faculty and labor educators ask different questions than do historians or sociologists, although we often examine the same materials and draw on similar methodologies. Noncredit labor studies programs have grown in US colleges and universities since the early 20th century with the transition to an increasingly urban, industrial structure of work and employment. Such extension programs multiplied after the passage of the National Labor Relations Act in 1935, increasing underserved groups’ access to the legal infrastructure of industrial /labor relations. Subsequently labor studies programs have evolved to meet the need for analysis of societal change, as well as knowledge and understanding of further employee rights and subfields of study, including anti-discrimination, occupational safety and health legislation, labor and environmental issues, economic development, and the internationalization of production.

Historical Development of Labor Studies at Indiana University

LS origins at Indiana University can be traced to the IU Post-War Planning Committee on Industrial Relations’ 1945 recommendation that the university broaden its offerings off-campus, particularly with the view of meeting the demands for workers’ education, foremanship training, and education of trade union officials. Originally this was an extension service with noncredit programming. Credit programming was added in 1976 in the form of a LS concentration within the School of Continuing Studies and in 1985 was renamed the Division of Labor Studies (DLS) which offered a Certificate, Associate of Science, and Bachelor of Science degrees.

The establishment of the degree program attracted traditional and non-traditional adult students wishing to upgrade their current skill set or acquire a new skill set. To reach students who are geographically remote from a regional campus or outside of Indiana, the DLS established the External Degree Program (a correspondence course program) in the late 1970s, which laid the basis for the current online degree program and in 2006-7, the DLS joined the IU School of Social Work. Online credit and non-credit programming replaced face-to-face teaching, attracting several students who are drawn to LS for scheduling reasons. Labor Studies majors are typically interested in professional work for unions, non-profit organizations, government and public agencies, labor and employment law and human resources, and careers related to liberal arts.

Mission Statement

The mission of the Department of Labor Studies at Indiana University is to achieve excellence in teaching, research, and service, embrace equity, inclusion, and diversity in the search for social and economic justice, and strengthen labor and the labor movement by creating an informed citizenry.

Vision Statement

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.
Policies
The DLS follows Indiana University’s Policy on Non-Discrimination Indiana University Non-Discrimination Policy
The DLS follows Indiana University’s Sexual Misconduct Policy Indiana University Sexual Misconduct Policy
Campus specific policies concerning course-related issues can be found here: Campus Specific Course-related Issues
Chapter 2: Department of Labor Studies Learning Outcomes, Goals and Objectives

In keeping with the DLS mission and vision, the following department learning outcomes, goals and objectives are set:

Department of LS Learning Outcomes:

1. Develop and utilize a comprehensive knowledge of the discipline of Labor Studies to promote social and economic justice through collective action and democratic participation, eliminate oppressive structural barriers, and ensure equitable treatment for all.

2. Demonstrate an understanding of the theories and concepts associated with Labor Studies.

3. Demonstrate an understanding of the social, cultural, economic, and political institutional structures and their interactions as related to labor and its organization.

4. Apply research methods and statistical analysis to examine complex labor and employment issues and associated societal problems.

5. Prepare for career, future academic endeavors, and life-long learning through a series of academic, experiential, and service-learning opportunities.

Department of LS Goals and Objectives:

Goal #1: Prepare graduates to enhance the wellbeing of working people within a global context.

Objectives:

1. Apply knowledge of labor and working-class movements from a global perspective.

2. Apply knowledge from a labor studies perspective which draws from diverse fields including history, economics, industrial relations, political science, law, sociology, communications, and others.

3. Analyze the impact of globalization on working class and diverse groups.

Goal #2: Prepare graduates to support and strengthen the labor movement.

Objectives:

1. Apply strategies of advocacy and social change and related skills to strengthen the labor movement.
Goal #3: Prepare graduates to advocate on behalf of workers and organizations and to promote social and economic justice.

Objectives:
1. Demonstrate the values and conduct of social and economic justice.
2. Demonstrate knowledge and skills to effectively advocate for the well-being of the working class and their organizations.

Goal #4: Prepare graduates with a broad liberal arts foundation that emphasizes the development of critical thinking and inquiry.

Objectives:
1. Apply critical thinking skills and the process of inquiry within the context of working class and social movements
2. Assess the role of liberal arts in bringing equality to working people.

Goal #5: Prepare graduates with a foundation for lifelong learning.

Objectives:
1. Demonstrate commitment and skills to continue education and lifelong learning in an ever-changing world of work.
2. Demonstrate commitment to become agents of change to promote a just and equitable world of work.
Chapter 3: Course Learning Outcomes

The Indiana Commission on Higher Education (ICHE) established requirements for a Statewide Transfer Education Core (2012) of at least 30 hours based on a set of competencies which allows students to seamlessly transfer between Indiana educational institutions. These competencies include “Ways of Knowing” and “Foundational Intellectual Skills”. The following department learning outcomes are based on these competencies. Indiana University also established four Profiles of Learning for Undergraduate Success (PLUS) which prepare students to communicate, innovate, solve problems, and contribute to local/global communities. The DLS learning outcomes are linked to PLUS.

DLS course learning outcomes and Profiles of Learning for Undergraduate Success (PLUS)

Oral/Written Communication: Demonstrate the ability to clearly and effectively articulate ideas and thoughts in oral or written form to multiple audience

1. Generate oral and written academic and professional products in writing, critical thinking, written and oral presentation, and career development: PLUS 1: Communicator (evaluates info and conveys ideas).

2. Cultural and Global Fluency: effectively communicate and interact with people from other cultures: PLUS 1: Communicator (Evaluates info)

3. Recognize how the national/international movement of people, goods and ideas affect work and workers: PLUS 2: Problem Solver (think critically, analyze, synthesize, evaluate); PLUS 4: Community Contributor (builds community, respects others)

4. Illustrate a broad understanding of how political economy, globalization, immigration policy, labor laws, and structure of labor organizations influence work and workers: PLUS 3: Innovator

Analytical and Critical Thinking/Problem Solving: Demonstrate an ability to review, break down, assess, and interpret complex information and data, identify/define problem issues, and generate solutions

1. Demonstrate a practical understanding of the roles, structure, and functions of unions, as well as the dynamics of labor relations as established through collective bargaining and contract maintenance: PLUS 2: Problem Solver (think critically, analyze, synthesize, evaluate)

2. Analyze ways in which labor and employment law and available dispute resolution models help or hurt workers: PLUS 2: Problem Solver (think critically, analyze, synthesize, evaluate)

Revised spring, 2023
3. Demonstrate an understanding of the social, cultural, economic, and political institutional structures and their interactions as related to labor and its organization: PLUS 2: Problem Solver (think critically, analyze, synthesize, evaluate)

4. Demonstrate an understanding of the social, cultural, economic, and political institutional structures and their interactions as related to labor and its organization: PLUS 4: Community Action (builds community & respect others)

5. Research/Analysis: Apply research methods and statistical analysis to examine social issues and complex societal problems: PLUS 3: Innovator (investigates, creates & designs); PLUS 2: Problem Solver (thinks critically, analyze, synthesize, evaluate)

6. Design a research study with explains theory, methodology, and design about labor in its various social and cultural settings and develop the ability to critically evaluate research in to and about labor: PLUS 3: Innovator (investigates, creates & designs)

7. Demonstrate an understanding of the theories and concepts associated with Labor Studies: PLUS 2: Problem Solver (thinks critically, analyze, synthesize, evaluate)

Leadership, Decision-making, and Ethical Reasoning: Demonstrate an ability to empower/nurture others, generate/evaluate alternatives solutions

1. Engage in labor negotiations and contract bargaining, organizing, and mobilizing, and union leadership which assess, modify, and support the opportunities and constraints associated with labor organizing strategies and alternate solutions: PLUS 1 Communicator (evaluates info); PLUS 3: Innovator (investigates); PLUS 3: Innovator (confronts challenges)

2. Identity the major trends and leaders in the history of US organized labor: PLUS 1: Communicator; PLUS 2: Problem Solver (thinks critically); PLUS 3: Innovator (investigates)

3. Defend labor’s rightful position in society as legitimate representative of work and workers based on the historical and current understanding of the labor movement, its goals and visions: PLUS 2: Problem Solver (think critically, analyze, synthesize, evaluate); PLUS 3: Innovator (confronts challenges); PLUS 2: Problem Solver (think critically, analyze, synthesize, evaluate)

4. Capacity to Adapt to New Situations
   a. Create strategies to sustain and strengthen the labor movement through a working knowledge of challenges facing workers and organized labor in local and global communities: PLUS 2: Problem Solver (think critically, analyze, synthesize, evaluate); PLUS 4: Community Contributor (behaves ethically); PLUS 3: Innovator
b. Illustrate the changing nature of work and the workplace in the US and global economy: PLUS 1: Communicator (builds relationship; listens actively)

Knowledge: Demonstrate a comprehensive knowledge of role of work, workers, and labor in local and global processes

1. Demonstrate a working knowledge of Labor studies core concepts: PLUS 2: Problem Solver (think critically, collaborate)

2. Define an understanding of labor’s role in local and global processes which shape and are shaped by reciprocal relationships of individuals, collectives, and social, cultural, economic, and political institutional structures: PLUS 2: Problem Solver (think critically, collaborate)

3. Define an understanding of labor’s role in local and global processes which shape and are shaped by reciprocal relationships of individuals, collectives, and social, cultural, economic, and political institutional structures: PLUS 3: Innovator (confronts challenges); PLUS 2: Problem Solver (thinks critically, collaborates)

4. Review how labor law and workers’ rights policy advance the fair treatment of workers and work: PLUS 2: Problem Solver (analyze, synthesize, evaluate)

5. Demonstrate a greater understanding of the US labor movement and workplace through historical, political, legal, economic, social, and organizational perspectives: PLUS 2: Problem Solver (perseveres); PLUS 4: Community Contributor (anticipates consequences)

6. Describe the structure of labor, governmental, non-governmental, and community-based organization, their various roles, and strategies to further the causes of organized labor: PLUS 3: Innovator (confronts challenges and makes decisions)

7. Diversity and Inclusion

a. Nurture an understanding of how to improve the treatment of equity-seeking groups: PLUS 2: Problem Solver (thinks critically, analyzes)

b. Cultivate an awareness of dignity at work through better treatment and a higher standard of living: PLUS 3: Innovator (investigate)

c. Present a greater understanding of the role of gender, race, and class in the workplace and labor movement: PLUS 3: Innovator (investigate); PLUS 2: Problem Solver (analyze, synthesize, evaluate)
Autonomous/lifelong Learning: Continually builds knowledge and skills to achieve future personal fulfillment and satisfaction

1. Prepare for career or future academic endeavors through a series of academic, experiential, and service-learning opportunities: PLUS 4: Community Contributor (anticipates consequences); PLUS 3: Innovator (makes decisions)

2. Formulate realistic goals and develop plans for academic or career advancement: PLUS 2: Problem Solver (thinks critically); PLUS 4: Community Contributor (builds community, behaves ethically)
Chapter 4: Curriculum

Degree Requirements
The DLS curriculum is formulated on our vision of being the leading collaborative program in labor and work issues in interdisciplinary scholarship, education, training, and empowerment nationally and internationally. Focusing on the rapidly changing conditions of work within a national and global perspective, the DLS prepares students to respond to the challenges faced by labor institutions and strengthen the qualities of the workforce. Graduates are prepared to assume leadership roles in the workplace and in communities and are well round critical thinkers trained with a liberal arts foundation to value the well-being of workers, working people, and their organizations through skills and knowledge to support, strengthen, advocate, and promote the history and developments of the labor movement locally and globally with an emphasis on social and economic justice.

The DLS Bachelor of Science degree requires 120 credit hours (cr.hr.) distributed over three sections: General education requirements, Labor Studies required areas of learning, and Electives. The required hours vary by campus. Labor Studies Bachelor's Degree

Degree Map
DLS Degree Map can be accessed at Department of Labor Studies Degree Map

General Education Requirements
Students must have a minimum of 30 credit hours at 300-400 level courses within the 120 credit hours which must be completed with a grade of C- or above. 24 credit hours must be earned from Indiana University, and a maximum of 21 credit hours may be earned within a single subject other that LS.

Major Concentration
There are no prerequisites or corequisites LS courses. Students may take LS courses in any order although we strongly suggest a logical progression (L100, L200. L300, etc.) and in consultation with a LS advisor to achieve desired goals.

1. LS 100-200 level courses (15 cr.) except L190, L290, L299
2. LS 200/300/400 level courses (27 cr.)

IUPUI
1. The IUPUI campus wide general-education curriculum (30 cr.)
2. Labor Studies Required Areas of Learning/additional general education core courses (21 cr.)

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3. Labor Studies Required Areas of Learning (12 credit hours)
   a. To be completed within the General Education core courses (30 cr.), or in the remaining general education courses (21 cr.).
   b. ENG-W 230 or ENG-W 131
   c. One additional 200/300 level writing course (Visual Literacy: ENG-W231 or ENG-W 270)
   d. One economics course (LSTU-L 230 Labor and the Economy meets this requirement)
   e. One computer course

IU Bloomington

1. The IUB campus wide general-education curriculum (39 cr.)
2. Labor Studies Required Areas of Learning/additional general education courses (18 cr.)
3. As a part of these 57 credit hours, all students must successfully complete 12 credit hours from the Labor Studies Required Areas of Learning listed directly below. These courses can count toward the General Education core (39 cr.) or as general education courses (18 cr.).
4. Labor Studies Required Areas of Learning (12 credit hours)
   a. ENG-W 230 or ENG-W 131, CMLT-C 110 Writing the World, or ENG-W 270 Introduction to Argumentative Writing: Projects in Reading and Writing (This topic only)
   b. One additional 200/300 level writing course (ENG-W 231 or ENG-W 270)
   c. One economics course (LSTU-L 230 Labor and the Economy meets this requirement) One computer course

IU Northwest

1. The Northwest campus wide general-education courses (30 cr.)
2. Labor Studies Required Areas of Learning/additional general education core courses (21 cr.)
3. As a part of these 51 credit hours, all students must successfully complete 12 credit hours from the Labor Studies Required Areas of Learning listed directly below. These courses can count toward the General Education core (30 cr.) or as general education courses (21 cr.).
4. Labor Studies Required Areas of Learning (12 credit hours)
   a. To be completed within the General Education core courses (30 cr.), or in the remaining general education courses (21cr.).
   b. ENG-W 230 or ENG-W 131
   c. One additional 200/300 level writing course (ENG-W 231 or ENG-W 270)
   d. One economics course (LSTU-L 230 Labor and the Economy meets this requirement)
   e. One computer course

Revised spring, 2023
IU South Bend
1. The South Bend campus wide general-education courses (30 cr.)
2. Labor Studies Required Areas of Learning/additional general education core courses (21 cr.)
3. As a part of these 51 credit hours, all students must successfully complete 12 credit hours from the Labor Studies Required Areas of Learning listed directly below. These courses can count toward the General Education core (30 cr.) or as general education courses (21 cr.).
4. Labor Studies Required Areas of Learning (12 credit hours)
   a. ENG-W 230 or ENG-W 131 or ENG-W 140 Reading, Writing, and Inquiry I-Honors
   b. One additional 200/300 level writing course (ENG-W 231 or ENG-W 270)
   c. One economics course (LSTU-L 230 Labor and the Economy meets this requirement)
   d. One computer course

Columbus, Southeast, East: Please contact advisor at pahill@iupui.edu.

Credit for Life Experience
The DLS offers L299 and L399 Prior Learning Experiences (PLA) (previously known as Self-Acquired Competency) in LS for 1-30 credit hours. This course involves PLA credit to be earned for equivalent college-level knowledge gained from previous work experience, military training, or community engagement and showcased in a comprehensive portfolio through written or digital reflections documenting competencies gained through prior learning experiences. Student work is certified/approved for credit by a faculty committee. Students will work with a faculty member to document past experiences by creating deliverables/artifacts such as written/oral/digital content reflecting past educational and life experiences.

Program Supports

IUPUI
University Library Writing Center

TRIO Program

University College

Thrive

CERA Scholars Program

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Division of Student Affairs

Institutional Research & Decision Support

Bepko Learning Center

Bloomington

Writing Support

Tutoring Resources

Division of Student Affairs

College of Arts & Sciences

Office of International Services

Northwest

Writing English Department

IUN Virtual Library

Tutoring

South Bend

Student Affairs and Diversity

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East

Office of Academic Support Programs

Student Success

Southeast

The Writing Center: The Writing Center
Student Success Center: Student Success Center

Columbus

Writing Assistance

Tutoring Services

Course Descriptions
All courses descriptions and model syllabi can be found at Course Descriptions and Model Syllabi
Chapter 5: Admission

The DLS is open to all students. Requirements first include being enrolled at IU Office of Admissions and then applying to the DLS through our online application portal Application Portal.

Please access this link for further information Department of Labor Studies Contact Information

Transfer Students and Adult Applicants
The University Transfer Office helps navigate your transfer from a 2- or 4-year institution, between IU locations, internationally or returning to school. University Transfer Office

Once enrolled at IU, simply apply to the DLS for admission at Department of Labor Studies Admissions.

Transfer Credits from another accredited academic institution or community college. Transfer Credits

Guaranteed Admissions Agreement with Ivy Tech
Ivy Tech students may access a guaranteed admissions pathway through the Guaranteed Admissions Agreement to the DLS at IUPUI, Bloomington, Northwest, and South Bend. Requirements include an application for admission to IU, a cumulative GPA of 3.0 or higher, and the completion of an associate degree in science at Ivy Tech in one of the following:

- Associate of Science in Accounting
- Associate of Science in Liberal Arts
- Associate of Science in Business Administration
- Associate of Applied Science in Business Operations, Applications, and Technology
- Associate of Science in Supply Chain Management
Chapter 6: Program Advising

DLS advisors will help you map your degree requirements and answer any questions you might have.

**Student Services Advising**

To schedule an appointment with an advisor, go to [Student Appointment Scheduler](#).

**Advisor’s Role**

The functions of the advisor are:

1. To help students identify emerging strengths and clarify personal career goals in the context of realistic professional opportunities.

2. To help students select required and elective courses congruent with program requirements, course sequencing, and their interest and ability. The tools provided include the Degree Map and the Interactive Graduation Planning System (iGPS).

3. To assist students to assess their academic progress and standing:
   a. through assessment of the number of credits earned each semester in relation to students’ academic plans of study and dates of anticipated graduation.
   b. through assessment of grades, including those for individual courses as well as cumulative social work GPA, and overall GPA consistent with the DLS program grade policies.

4. To help students identify conduct and/or academic deficiencies which pose potential threats to future satisfactory academic performance and help the student remedy the difficulties.

5. To help students identify and utilize campus and/or community services when necessary for financial need, personal counseling, skill deficiencies and/or other difficulties threatening satisfactory academic performance.

6. To participate in the Student Performance Review process with students who are identified due to deficiencies in academic performance or conduct, as stated in the policy.

7. To help students who fail to meet the academic requirements for continuation in the DLS by facilitating the transition out of the program or through the provision of information and advice during appeal processes.

Revised spring, 2023
The process of student advising is assumed to be an ongoing, collaborative effort. Students are encouraged to anticipate or avoid serious difficulties by consulting with the advisor. Many advisors use e-mail and Advising Records (ADRx) to enhance the promptness of communication with students. Students are ultimately responsible for the accuracy of their academic enrollment.

Checklist for DLS Students

After being accepted into the DLS program:

1. Participate in DLS student orientation.

2. Review and discuss the record of degree requirements and educational plan with your assigned academic advisor or the DLS chair.

3. Make sure you have developed an education plan based on the DLS Degree Map (iGPS) and adjust your class schedule accordingly.

4. Know and check your IU email account at least every 48 hours.

5. Read and consult as necessary the DLS Student Handbook.

6. Become familiar with IU and campus resources available to students.


8. Clarify with your advisor that you will have 120 hours to graduate and check your Academic Advising Report in the Student Center.

Each semester:

1. Meet with your assigned academic advisor.

2. Share with your advisor your educational progress, struggles, and needs.

3. Register for classes as indicated by your advisor.

4. If changes are needed in the education plan (iGPS), contact your advisor or Program Director/Coordinator. Please, do not change your schedule until the changes have been confirmed.
5. approved by your advisor.
6. Use available educational resources to enhance your scholastic performance.

7. Attend program meetings held by program administrators.

8. Support and participate in social work activities on your campus.

Semester prior to graduation:

1. Complete Commencement Application forms

2. Meet with your assigned advisor to check if all requirements will be completed by December, May, June, or August deadlines.

Semester of graduation:

1. Order your cap and gown.

2. Read thoroughly all graduation information.

3. Consult with your advisor to confirm again that all requirements have been met.

4. Attend graduation ceremonies!

5. Students are responsible for the timely enrollment and completion of BSW courses as indicated by the program.
Chapter 7: Academic and Performance Standards

Educational Requirements
For continuance in and graduation from the program, students are required to:

1. earn at least a "C-" in each required LS course.

2. maintain a minimum of 2.5 cumulative GPA in required LS courses and a minimum 2.5 overall GPA (a “C: is 2.0 and a “B” is 3.0).

3. comply with any contract which might have been entered into under either a Conditional Admission or a Student Performance Review.

Grade Appeal Policy
All students enrolled in Labor Studies classes on any campus may use the Grade Appeal Policy if the student believes a semester grade was improper, unfair, or arbitrary, and he/she chooses to seek resolution of the matter.

Steps to Grade Appeal and Petition Change of Grade
The student must:

Meet with the course instructor online or in person to attempt to resolve the matter. This discussion should take place no later than three months after the end of the semester in which the grade was disputed.

Discuss the improper grade concern with the Labor Studies Department Chair if the matter is not resolved to the student’s satisfaction. The student shall provide the Department Chair with sufficient evidence and/or materials to support the complaint, including the syllabus, assignments submitted, exams taken, emails sent, and other course documents to support your case in a timely manner. Other required documents include:

A statement that the student has pursued informal conferences with the instructor.

A statement demonstrating that the grade in question was unfair or arbitrary.

Suggestions as to what the student would consider a fair resolution of the appeal with supporting reasons.

All available pertinent grade records and student class work in support of his/her grade appeal.
Note: In the appeals process, the burden of proof shall be on the student to prove that his/her grade has been based on factors other than, or in addition to, academic performance.

Await the Department Chair’s consultation with the course instructor to attempt to find an amicable resolution. The Department Chair thereafter will advise the student and the instructor of the outcome of this discussion in writing within one month following the initial appeal.

Conditions of Appeal
Beyond Student Control: If a student failed to complete the requirements of a course due to a situation beyond the student’s control, the student may request a meeting with the instructor and/or Department Chair to provide an explanation and documentation of the problem. There will be more flexible time limits in such cases.

Confidentiality: All grade appeal procedures must assure protection of the student's right to privacy regarding information about her/his academic records, performance, and/or any of her/his personal affairs. The student has the right to review all written information presented for the appeal process. Persons involved in the appeal are expected to maintain confidentiality about all aspects of the appeals process and actions taken should remain confidential and shared only with those persons involved with the student in an educational capacity.

Alternative Appeal Process
If such consultation does not result in a mutually agreeable solution, the student may follow the appeal procedures available on his/her own campus.

Student Performance Review Process
The Department of Labor Studies adheres to the IU standards for academic progress which is defined as successful competition of course work toward an eligible certificate or degree. Students are expected to maintain a GPA of 2.0 and be in good academic and financial standing. Students' academic progress is reviewed at the end of each semester. If academic records reflect a GPA below 2.0, an academic advisor will make recommendations for improvement.

Satisfactory Academic Progress

Academic Progress and Financial Aid

Academic Probation

Students on academic probation should consult their academic advisor. Academic Probation

Revised spring, 2023
Other Criteria for Review

1. Conduct/behavior that is not congruent with the academic code of conduct for students at Indiana University including community work, internships, social media interactions/postings, and classroom interactions.

2. Behavior that interferes with the student's functioning and/or jeopardizes the welfare of others, including, but not limited to, threatening or disruptive behavior.

3. Failure to communicate effectively, both verbally and in written form, including communication and interpersonal skills with internal and external constituents.

4. Failure to use sound judgment or failure to seek professional help for physical or emotional problems which interfere with professional functioning.

5. Having more than one Incomplete at a time in course work or having received more than two grades of Incomplete in any courses after admission to the program.

6. Academic dishonesty, including cheating on examinations or plagiarism, which involves presenting the work of someone else as one's own.


8. A request by a faculty member for a review due to student's poor course work performance.

9. Failure to self-disclose any form of criminal history in writing during the formal admission process.

Procedures for Student Performance Review

Should a student performance review be necessary, a committee consisting of the department chair and one faculty member from the student’s campus of origin will contact the student electronically to determine developing problems and resolutions. If a student’s performance is found to be deficient, the committee determines what, if any, course of action could bring the student’s performance into compliance with the DLS’s and IU’s standards.
The DLS chair will notify the student electronically of the outcomes of the review. In situations where such action is feasible and desirable, a contract will be developed. The contract will set forth problems to be solved, actions to be taken to solve said problems, and a time for completion of designated actions and re-evaluation of student performance. Consequences for non-performance also will be included in the contract. The committee will work together with the students, their advisor, and other relevant parties. If the student fails to fulfill the contract, or if while working on the contract some serious impropriety or failing academic performance occurs, the committee may decide that the student cannot continue in the DLS program. Discontinuance can occur during any semester of enrollment in the DLS program, including the last semester of enrollment.

Automatic Dismissal and Probation

Educational Requirements for graduation from the program, students are required to:

1. earn at least a "C-" in each required DLS course.

2. have a minimum of 2.0 cumulative GPA in required DLS courses and a minimum 2.0 overall GPA (a “C:" is 2.0 and a “B” is 3.0).

3. comply with any contract which might have been entered into under either a Conditional Admission, Academic Probation, or a Student Performance Review.

Automatic Dismissal and Academic Probation Policy

Students who earned less than a “C-” in a required DLS course or dropped below an overall or DLS GPA of 2.0 will be placed by the program director/coordinator (or designee) on academic probation or dismissed from the program. To remain in the DLS program, students are required to meet with the DLS chair and an advisor upon request and sign a contract that addresses a plan for their success which includes raising the DLS GPA to a 2.0 within one academic year to avoid automatic dismissal. Any student receiving below a “C-” in a required core DLS course must repeat the course and earn a “C-” or above.

Criteria for Automatic Dismissal from DLS Program

Failure to sign and/or comply with any contract including those related to conditional admission, academic probation, or performance review process in the program are grounds for automatic dismissal.

Notification Procedures

The following procedures are used in the event a student falls under any of the criteria for Automatic Dismissal:

Revised spring, 2023
1. If a student is dismissed for any of the above, the advisor should be notified immediately by the student, the instructor for the course, or the DLS chair.

2. Within 15 working days of receiving the above notification, the DLS chair will send by IU email and certified mail a written statement to the student indicating they have been discontinued from the program and explain the due process procedures. Copies of the letter should be forwarded to the student’s advisor.

3. The advisor will meet with the student should they wish to discuss options and the reinstatement procedures.

Reinstatement Procedures All Dismissals

1. A student seeking continuation in the program may request reinstatement by delivering in writing a reinstatement request which includes an identification of extenuating factors, if any, which contributed to the poor performance in the course and a discussion of the steps which would be taken to alleviate the impact of those factors and to improve academic performance if permitted to continue in the program. The reinstatement request must be submitted to the DLS chair no later than twelve months after notification of dismissal.

2. Upon reviewing the student’s request for reinstatement, the DLS chair will review the case, consult with appropriate personnel, decide, and electronically inform the student and advisor of the decision and the right to appeal.

3. DLS courses may be repeated after a student is reinstated in the program OR by permission of the DLS chair.

Procedures to Appeal a Negative Reinstatement Decision

A student not reinstated to the DLS program may appeal by presenting a substantive written statement within 15 days for an appeal to the Dean’s Office of the School of Social Work to request a review. The appeal is reviewed by the Dean or a designee. This Office is the final option for appeal within the School of Social Work.

At the discretion of the Dean or designee, an Appeal Committee consisting of at least three full-time faculty members (not including the advisor) who are not primary actors in the reason for the student’s dismissal may be convened. The student will receive an electronic notice at least 15 working days prior to the meeting date. The student will have the right to:

1. Present information on his/her behalf.
2. Have up to two additional guests present. The student should inform the Chair of the Committee in advance regarding the names of the guests and the nature of the information they bring. If the guests are students or outside of the IU system, FERPA rights need to be respected by asking the student to sign a release of information. The Chair reserves the right to structure the hearing and the length of time each party can speak. Generally, only those guests with information relevant to the issue that led to the dismissal are invited to speak. The student and students’ guests may be present only for the information-giving portion of the meeting and must leave prior to deliberation by the Committee.

The student’s advisor will meet with him/her prior to the hearing and, in the hearing, present comprehensive information concerning the student’s overall academic/professional performance. To prepare this background statement, the advisor shall secure performance information from faculty who have taught the student. The advisor may ask questions at any time during the hearing, including during the committee’s deliberations. The advisor may also recommend actions to resolve the performance problem. However, the advisor shall not have a vote during the proceedings.

The recommended actions of the Appeal Committee shall be forwarded in writing to the Dean’s Office of the School of Social Work. Copies will be sent to the student, student’s advisor, and placed in the student’s official electronic file. The action by the Dean or designee is final.

Confidentiality
All procedures related to a performance review must be carried out in a manner which assures protection of the student’s right to privacy regarding information about their academic records, performance, and conduct. All written documents prepared for dismissal or review will be placed in the student’s permanent file. The student has the right to review all written information which is presented to either the Performance Review or the Appeals committee.

Members of the committee and other people who appear at the hearing are expected to maintain confidentiality about all aspects of the hearing. Actions of the committee are to remain confidential and are to be shared only with those people involved with the student in an educational capacity.

Academic Guidelines
It is the personal and professional responsibility of students to actively participate in coursework and engage with other students and instructors in a professional manner. A climate of civility must always be maintained within electronic interactions, interactive videos, and phone conversations.

Academic Misconduct
Academic misconduct is any activity which undermines the academic integrity of the institution and may involve human, hard-copy, or electronic resources including cheating, fabrication, plagiarism, interference, violation of course rules, and the facilitation of academic dishonesty.
Indiana University Codes of Conduct

Code of Student Rights, Responsibilities, & Conduct

The DLS upholds and maintains academic and professional honesty and integrity.

Code of Student Rights, Responsibilities, & Conduct

Scholarly Writing Guidelines

Students are expected to prepare deliverables/artifacts such as written, oral, or digital assignments in a scholarly and professional manner. Adherence to assignment instructions is required. Competent and effective writing requires well-developed and refined communication skills, helps communicate information accurately and concisely, and presents data in understandable terms. Students are expected to prepare written assignments in a scholarly and professional manner which requires conforming to the American Psychological Association (APA) citation style using the most current edition. Visit the following web sites to become familiar with APA style:

APA Style:  APA Style Guidelines

Purdue Online Writing Lab:  Purdue OWL Writing Lab

Students experiencing writing difficulties should seek assistance from available resources at their campus level.

Indiana University and DLS Policy on Plagiarism

The DLS follows the Indiana University policy on plagiarism which states: Plagiarism is a form of cheating and is grounds for failing the course and possible dismissal from the program and/or university. Plagiarism is defined as presenting someone else’s work, including the work of other students, as one’s own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged unless the information is common knowledge. What is considered “common knowledge” may differ from course to course.

a. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.

b. A student must give credit to the originality of others and acknowledge indebtedness whenever:
   - Directly quoting another person’s actual words, whether oral or written.
   - Using another person’s ideas, opinions, or theories.
   - Paraphrasing the words, ideas, opinions, or theories of others, whether oral or written.
   - Borrowing facts, statistics, or illustrative material; or
Offering materials assembled or collected by others in the form of projects or collections without acknowledgment.

c. A student must not submit substantial portions of the same academic work for credit or honors more than once without permission of the instructor or program to whom the work is being submitted. Code of Student Rights, Responsibilities, & Conduct

Academic Honors

Students in the Department of Labor Studies are eligible for Awards and Honors as outlined in the School of Social Work. Graduating students who rank in the upper 10 percent of their graduating class are recognized by graduating with Highest Distinction for a GPA of 4.0 and High Distinction for graduating in the top 10 percent of their class. Honors are based on the grade point average calculated at the end of the fall semester of the student's final year. Honor students are awarded specially colored "cords" which they wear attached to the shoulder of their graduation gowns during the commencement ceremony. Honors will not be reflected on the student's diploma but will be recognized in the school's commencement program. Award and Honors
Chapter 8: DLS Policies and Procedures

Student Academic Files
An academic file is created and maintained for each DLS student to facilitate the advising process. All student files are confidential. Students can request to review their student files from the DLS program director/coordinator or designee on each campus. In the case where a student transfers from one campus to another, their academic file follows them. For specific information on federal guidelines regarding student record confidentiality (FERPA), see Student Rights Under FERPA and Release of Student Information.

Incomplete Policy
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 satisfactory quality, and no more than one major exam or assignment is outstanding. The student who does not meet these requirements should meet with their advisor to withdraw from the course(s) in question. The student should refer to the Registrar’s Office on their respective campus regarding the policies and deadline for automatic withdrawal for the semester in question.

The student is responsible for initiating the request for a grade of Incomplete. If the instructor agrees, the instructor and student complete and sign the form Record of Incomplete and Completion of Course Requirements to ensure that a sound educational plan and time frame for completion of course requirements have been established. Failure to fulfill the terms of this contract within the stipulated time frame may result in a failed grade. For removal of a grade of incomplete, the student is subject to the IUSSW policy, which has precedence over the University policy. The student in the DLS is expected to complete outstanding course work expeditiously with the time frame as agreed to by the student and the instructor. Generally, students may carry no more than one grade of Incomplete at any given time. However, in cases of severe crisis, a student may work with their advisor to request grades of Incomplete in multiple courses.

Grievance Procedures
If a student believes s/he has been treated unfairly or unprofessionally by a faculty or staff member, or that a policy or procedure is unjust or unwise, then the student may submit, in writing, a formal grievance petition to the DLS Chair. Grievance petitions are reserved for those issues or incidences that warrant formal and thorough investigation. Such petitions should be submitted in a professional manner. Student complaints regarding discrimination, sexual harassment, racial harassment, and harassment based on sexual orientation have established complaint procedures available in the Indiana University Code of Student Rights, Responsibilities, and Conduct. Indiana Code of Student Rights, Responsibilities, and Conduct

Civility

In 1999, the Bloomington Faculty Council passed a Statement of Civility which articulates the meaning of civility for Indiana University. The IUSSW and the Department of Labor Studies has adopted this policy and expects students to adhere to its tenets.

As members of an institution of higher education, we have dedicated ourselves to creating an environment where everyone is important and can succeed. Our institutional ethics compels us to foster the best possible environment for doing our work as educators, learners, and supporters of the educational process. When any one of our members is prevented from doing her or his best, the entire community is diminished. As members of an institution of higher learning, we must periodically reaffirm the fundamental ethics and values that form the framework for our university.

Among those values is fostering a climate of civility and mutual respect. Because the university is so complex and diverse, we will not always agree with one another. Nevertheless, we expect everyone to speak and act with respect for one another. This civility and respect should be extended to all persons regardless of their role at Indiana University, and regardless of race, ethnicity, gender, sexual orientation, and age.

If we are to be true to our commitment to diversity and welcoming all, everyone must do his or her part. While no set of rules or policies can wholly govern human conduct, it is important to state that civility is a fragile construct that each of us must cherish and preserve (Bloomington Academic Guide, Policy 1-3, 1999).

Student Technology Use

Students are expected to have access to the Internet and functioning computers/mobile devices as a condition for class interactions. Equipment failure is only an acceptable excuse in unforeseen circumstances.

Electronic Communication
In an asynchronous learning environment, most communications are electronic. It is important to follow appropriate email etiquette when communicating with faculty, staff, and peers so writing in clear and understandable terms is necessary. Inappropriate use of email will be grounds for student review. For specific guidelines on acceptable use of technology and information resources, please visit Information Security & Policy.

To promote confidentiality and for compliance with FERPA regulations, the DLS requires students to utilize their official IU email accounts when corresponding with the program. Faculty may not respond to student emails that are NOT from university accounts.

Social Media Policy
Indiana University students are free to use personal social media accounts at their own discretion. However, the IU community is held to a high standard of conduct that is reflective of our values as an institution. The Department of Labor Studies complies with all IU social media policies. Please refer to the following documents to ensure your online presence is in line with our community standards: Indiana University Brand

Student Conduct
Division of Student Affairs

Nondiscrimination Policy for People with Disabilities*
In compliance with the Americans with Disabilities Act, Indiana University will not exclude or deny benefits to any otherwise qualified person with a disability. This nondiscrimination includes procedures for applying for jobs, hiring or firing of employees, compensation, job advancement and training. Students with disabilities can access services on each campus to enable them to fully access educational opportunities. Students who have questions about compliance requirements should contact the following:

**IU Bloomington students:** Please contact the Office of Disability Services for Students (DSS). Division of Student Affairs 812-855-7578

**IU East students:** Please contact Student Support Services. Office of Accessibility Services 765-973-8675

**IU Northwest students:** Please contact Student Support Services. Academic Success and Achievement Programs (219) 980-6942 or 219-980-6941

**IU Fort Wayne:** Please contact Services for Students with Disabilities. Diversity, Inclusion, & Accessibility Fort Wayne 260-481-4839

Revised spring, 2023
IUPUI students: Please contact the Office of Equal Opportunity. Office of Equal Opportunity 317-274-2306

IU South Bend students: Please contact the Office of Disability Support Services. Disability Support Services South Bend

*See Appendix A

Posthumous Degree Policy
The DLS wishes to honor the efforts of students who are enrolled in one of its degree granting programs. Should a student in good standing die before completing his/her degree, the DLS may award an honorary Posthumous Degree to the family or significant other of the deceased in the year following the death.
Chapter 9: Student Assessment and Feedback

Program Assessment
The Program Assessment and Review Committee (PRAC) annually evaluates the progress of department and student learning outcomes to ensure continuous quality improvement. Assessment procedures include student feedback to facilitate school assessment plans.

Instructor and Course Evaluation
All students enrolled in the DLS have an opportunity each semester to evaluate their instructors and courses. At the end of each course, students are asked to complete online questionnaires evaluating their course and instructor. These confidential evaluations are collated, and the feedback is returned to the instructors to utilize in strengthening content, teaching, and learning methods as well as to assess department and student learning outcomes.
Chapter 10: Student Opportunities

Clubs and Organizations

Students are encouraged to be involved with DLS sponsored university organizations and external labor and work organizations. Code of Student Rights, Responsibilities, & Conduct
Chapter 11: Scholarship Opportunities

IU Scholarships: [IU Scholarships: Indiana University](https://www.indiana.edu/~scholarships/)

IUN-Local 6787 Memorial Scholarship: [IUN-Local 6787 Memorial Scholarship - Indiana University Scholarships (academicworks.com)](https://www.academicworks.com)

Masarachia Scholarship (IUPUI, IUPUC only): [Sam Masarachia Scholars Program: Scholarships: Admissions: School of Liberal Arts: IUPUI](https://www.iupui.edu)

IUB: [Scholarships: Cost & Financial Aid: Office of Admissions: Indiana University Bloomington](https://www.iub.indiana.edu)

IUB: [IU Scholarships for Current Students: Current Scholars: Office of Scholarships: Indiana University Bloomington](https://www.iub.indiana.edu)

IUE: [IU East Scholarships: IU East](https://iue.iu.edu)

IUPUI/IUFW: [Scholarships: Fund Your Education: Student Central: IUPUI](https://www.iupui.edu)

IUN: [Scholarships - Indiana University Northwest (iun.edu)](https://www.iun.edu)

IUSB: [Scholarships: Students: Student Affairs and Diversity: Indiana University South Bend (iusb.edu)](https://www.iusb.edu)
Appendices

Appendix A: Campus Specific Disability Contact Information

**IU Southeast**

Matthew Springer M.A.
Coordinator of Disability Services
Office: Univ. Center South 207
Phone: (812) 941-2243
Email: mtspring@ius.edu
Disability Services Southeast

**IUPUC**

Matthew Rothrock
Student Success Coordinator
Office: IUPUC Office of Academic Affairs, LC 1620
Phone: (812) 375-7528
Email: mcrothro@iupuc.edu
Adaptive Education Services IUPUI

**IU Bloomington**

Disability Services for Students
Office: Wells Library W302
1320 E. Tenth Street
Bloomington, IN 47405
Phone: 812-855-7578
Email: iubdss@indiana.edu
Division of Student Affairs Bloomington

**IU Northwest**

Accessibilities Services Coordinator
Freda Cox-Harris
Phone: (219) 980-6941
Email: fjcoxhar@iun.edu
Academic Success and Achievement Programs Northwest
IU South Bend
Disability Support Services
Office: Administration Building Rooms 167-170
Phone: (574) 520-4460
Email: sbdss@iusb.edu
Disability Support Services South Bend

IUPUI
Adaptive Educational Services (AES)
Office: Joseph T. Taylor Hall (UC), Room 100
815 W. Michigan St.
Indianapolis, IN 46202
Phone: (317) 274-3241
Video phone: (317) 278-2052
Email: aes@iupui.edu
Division of Diversity, Equity, & Inclusion IUPUI

IU Fort Wayne
Disability Access Center
Office: Walb Union, Room 113
2101 East Coliseum Boulevard
Fort Wayne, IN 46805
Phone: (260) 481-6657
Email: dac@pfw.edu
Disability Access Center Fort Wayne

IU East
Jamie Rippey
Accessibility Services Coordinator
Office: Springwood Hall 202L
Phone: (765) 973-8675
Email: asiue@iue.edu, jrippey@iue.edu
Student Success Accessibility East