Social Work, BSW

Social work's special contribution rests on an established body of knowledge, values and skills pertinent to understanding human relationships and the interaction between people as individuals, in families, groups, organizations, and communities.

Undergraduates in the School of Social Work receive a liberal arts education in the social and behavioral sciences and their application to human problems that prepares them to be informed citizens involved in human services or social welfare problems and policies. Students take courses in a variety of social sciences to enable them to view social welfare in its broad social, economic, and political contexts.

Social work courses offer a theoretical understanding of social problems and an introduction to practice methods used by social workers. The curriculum covers such areas as aging, family and child welfare, poverty, mental health, developmental disabilities, alcohol and drug abuse, diversity, race and ethnicity, criminal justice, oppression and social, economic and environmental justice, and at-risk populations.

Mission

The mission of the UW–Madison School of Social Work is to enhance human well-being and promote human rights and social and economic justice for people who are disadvantaged to achieve an equitable, healthy, and productive society. The school aims to:

- Create, advance, strengthen, and integrate interdisciplinary knowledge for students and the profession through research, scholarship, teaching and practice.
- Educate students to become highly skilled, culturally competent and ethical practitioners who will provide effective leadership for the profession of social work within the State of Wisconsin, nationally, and internationally.
- Promote change at levels ranging from the individual to national and international policy, including empowering communities and populations that are disadvantaged and developing humane service delivery systems.
- Create and disseminate knowledge regarding the prevention and amelioration of social problems.

Undergraduate Degree Programs

The School of Social Work offers a bachelor of social work (BSW) degree or a bachelor of arts (B.A.) or bachelor of science (B.S.) degree with a major in social welfare. The BSW and the social welfare major prepare students for further academic study or for employment in selected human service arenas. The BSW prepares students as beginning-level professional social workers. The social welfare major offers an overview of current social problems.

Certificate Programs

BSW students and social welfare majors often choose the following certificate programs: American Indian studies, business, criminal justice, gender and women’s studies, global health, LGBTQ+ studies, and religious studies. More details about certificates are available in this Guide.

Graduate School

BSW students completing professional foundation courses with a grade of B or better are eligible for advanced standing in the master’s program. For more information see the School of Social Work website FAQs on "Admissions: Advanced Standing & Exemptions (https://socwork.wisc.edu/fulltimemsw-faq)."

How to Get In

Students enter the School of Social Work for either Social Welfare or Social Work begin by declaring the social welfare major. Later, if a student applies to and is accepted into the Bachelor of Social Work program (see admissions requirements below), their major is changed to social work.

Regardless of their program of interest, students begin their course of study by taking SOC WORK 205 and SOC WORK 206 in either the freshman or sophomore year. Students can declare the social welfare major as early as the freshman year as long as they have completed or are enrolled in SOC WORK 205 and SOC WORK 206. More typically, students declare the major in the sophomore year while in or having competed SOC WORK 205 and SOC WORK 206. To declare the Social Welfare major, students should make an appointment and meet with one of the two social work academic advisors at the School of Social Work.

In the spring of the junior year, students apply for admission to the BSW program for their senior year.

Admission to the BSW Program

In the spring of the junior year, students who meet the following eligibility criteria apply for admission to the Bachelor of Social Work (BSW) program:

- SOC WORK 205 and SOC WORK 206 completed;
- Statistics completed (or concurrent enrollment);
- Second-semester junior status (minimum of 71 credits completed); and
- Minimum of 2.5 overall GPA from all colleges attended.

Admission to the Bachelor of Social Work program is based on assessment of the applicant’s background, preparation and experience for practice in the field of social work. Approximately 30–35 students are admitted to the BSW program each year. Application for admission includes:

- A personal statement on reasons for undergraduate studies in social work including any life experiences that have led the student to pursue a social work degree;
- A summary describing social work or social work-related paid or volunteer experiences, research or community projects, multicultural experiences, and/or work abroad;
- A letter of recommendation; and
- An official transcript (s) from each college attended.

After acceptance, the student completes the Social Work Practice course sequence (fall and spring semesters).
REQUIREMENTS

UNIVERSITY GENERAL EDUCATION REQUIREMENTS

All undergraduate students at the University of Wisconsin–Madison are required to fulfill a minimum set of common university general education requirements to ensure that every graduate acquires the essential core of an undergraduate education. This core establishes a foundation for living a productive life, being a citizen of the world, appreciating aesthetic values, and engaging in lifelong learning in a continually changing world. Various schools and colleges will have requirements in addition to the requirements listed below. Consult your advisor for assistance, as needed. For additional information, see the university Undergraduate General Education Requirements (http://guide.wisc.edu/undergraduate/#requirementsforundergraduatestudytext) section of the Guide.

General Education

• Breadth—Humanities/Literature/Arts: 6 credits
• Breadth—Natural Science: 4 to 6 credits, consisting of one 4- or 5-credit course with a laboratory component; or two courses providing a total of 6 credits
• Breadth—Social Studies: 3 credits
• Communication Part A & Part B *
• Ethnic Studies *
• Quantitative Reasoning Part A & Part B *

* The mortarboard symbol appears before the title of any course that fulfills one of the Communication Part A or Part B, Ethnic Studies, or Quantitative Reasoning Part A or Part B requirements.

COLLEGE OF LETTERS & SCIENCE BREADTH AND DEGREE REQUIREMENTS: BACHELOR OF SOCIAL WORK (BSW)

Because the School of Social Work is a professional school within the College of Letters & Science (L&S), the college confers the BSW degree. As part of the BSW degree, students also complete the standard requirements of either the bachelor of arts (B.A.) or bachelor of science (B.S.).

COMPLETE EITHER THE BACHELOR OF ARTS OR BACHELOR OF SCIENCE REQUIREMENTS: BACHELOR OF ARTS REQUIREMENTS

Mathematics: Fulfilled with completion of University General Education requirements Quantitative Reasoning A and Quantitative Reasoning B coursework.

Foreign Language: Complete the fourth unit of a foreign language; or complete the third unit of a foreign language and the second unit of an additional foreign language. (A unit is one year of high school work or one semester/term of college work.)

L&S Breadth:

Humanities: 12 credits;
• must include 6 credits in literature

Social Sciences: 12 credits

Natural Sciences: 12 credits:
• must include one 3+ credit course in the biological sciences
• must include one 3+ credit course in the physical sciences

Liberal Arts and Science coursework: 108 credits

Depth of Intermediate/Advanced Work: 60 intermediate or advanced credits

Major: Declare and complete at least one (1) major

Total Credits: 120 credits

UW–Madison Experience:
30 credits in residence, overall
30 credits in residence after the 86th credit

Minimum GPAs:
2.000 in all coursework at UW–Madison
2.000 in intermediate/advanced liberal arts and science coursework at UW–Madison

BACHELOR OF SCIENCE REQUIREMENTS

Mathematics: Two (2) 3+ credits of intermediate/advanced-level MATH (http://guide.wisc.edu/courses/math), COMP SCI (http://guide.wisc.edu/courses/comp_sci), STAT (http://guide.wisc.edu/courses/stat)

Only one (1) course in Computer Science (COMP SCI) and only one (1) course in Statistics (STAT) may be counted toward the B.S. mathematics requirement.

Foreign Language: Complete the third unit of a foreign language. (A unit is one year of high school work or one semester/term of college work.)

L&S Breadth:

Humanities: 12 credits;
• must include 6 credits in literature

Social Sciences: 12 credits

Natural Sciences: 12 credits:
must include 6 credits in biological science
must include 6 credits in physical science

Liberal Arts and Science Coursework: 108 credits

Depth of Intermediate/Advanced Work: 60 intermediate or advanced credits

Major: Declare and complete at least one (1) major

Total Credits: 120 credits

UW–Madison Experience:
30 credits in residence, overall
30 credits in residence after the 86th credit

Minimum GPAs:
2.000 in all coursework at UW–Madison
2.000 in intermediate/advanced liberal arts and science coursework at UW–Madison

Social Sciences: 12 credits


## REQUIREMENTS FOR THE MAJOR

**SOCIAL WELFARE POLICY & SERVICES**

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<tr>
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<td>SOC WORK 205</td>
<td>Introduction to the Field of Social Work</td>
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<td>SOC WORK 206</td>
<td>Introduction to Social Policy</td>
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**SOCIAL SCIENCE CONCENTRATION**

Complete two Intermediate or Advanced level courses from one of the following social science concentration areas:

### Afro-American Studies

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<tr>
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<tr>
<td>AFROAMER 302</td>
<td>Undergraduate Studies in Afro-American History (when topic is appropriate)</td>
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<td>AFROAMER 303</td>
<td>Blacks, Film, and Society</td>
<td>3</td>
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<tr>
<td>AFROAMER/ HIST 321</td>
<td>Afro-American History Since 1900</td>
<td>3-4</td>
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<td>AFROAMER/ GEN&amp;WS 323</td>
<td>Gender, Race and Class: Women in U.S. History</td>
<td>3</td>
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<tr>
<td>AFROAMER/ GEN&amp;WS 333</td>
<td>Black Feminisms</td>
<td>3</td>
</tr>
<tr>
<td>AFROAMER/ HIST 347</td>
<td>The Caribbean and its Diasporas</td>
<td>3</td>
</tr>
<tr>
<td>AFROAMER/ HIST 393</td>
<td>Slavery, Civil War, and Reconstruction, 1848-1877</td>
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<tr>
<td>AFROAMER/ ASIAN AM 443</td>
<td>Mutual Perceptions of Racial Minorities</td>
<td>3</td>
</tr>
<tr>
<td>AFROAMER/ HIST/SCI/ MED HIST 523</td>
<td>Race, American Medicine and Public Health</td>
<td>3</td>
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<tr>
<td>AFROAMER/ ED POL 567</td>
<td>History of African American Education</td>
<td>3</td>
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<td>AFROAMER 631</td>
<td>Colloquium in Afro-American History</td>
<td>3</td>
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<tr>
<td>AFROAMER 671</td>
<td>Selected Topics in Afro-American History (when topic is appropriate)</td>
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<tr>
<td>AFROAMER 673</td>
<td>Selected Topics in Afro-American Society (when topic is appropriate)</td>
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### American Indian Studies

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<tr>
<td>AMER IND/ ENVIR ST 306</td>
<td>Indigenous Peoples and the Environment</td>
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<tr>
<td>AMER IND/ ANTHRO 314</td>
<td>Indians of North America</td>
<td>3</td>
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<tr>
<td>AMER IND/ ENVIR ST/GEOG 345</td>
<td>Managing Nature in Native North America</td>
<td>3</td>
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<tr>
<td>AMER IND/ANTHRO 353</td>
<td>Indians of the Western Great Lakes</td>
<td>3</td>
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<tr>
<td>AMER IND/LSC 444</td>
<td>Native American Environmental Issues and the Media</td>
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<tr>
<td>AMER IND 450</td>
<td>Issues in American Indian Studies (when topic is appropriate)</td>
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<tr>
<td>AMER IND/HISTORY 490</td>
<td>American Indian History</td>
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<tr>
<td>AMER IND/HDFS 522</td>
<td>American Indian Families</td>
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<tr>
<td>AMER IND/SOC 578</td>
<td>Poverty and Place</td>
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### Anthropology

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<tr>
<td>ANTHRO 300</td>
<td>Cultural Anthropology: Theory and Ethnography</td>
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<td>ANTHRO/AMER IND 314</td>
<td>Indians of North America</td>
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<tr>
<td>ANTHRO 321</td>
<td>The Emergence of Human Culture</td>
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<tr>
<td>ANTHRO 330</td>
<td>Topics in Ethnology (when topic is appropriate)</td>
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<tr>
<td>ANTHRO/RELIG ST 343</td>
<td>Anthropology of Religion</td>
<td>3-4</td>
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<td>ANTHRO 345</td>
<td>Family, Kin and Community in Anthropological Perspective</td>
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<td>ANTHRO 348</td>
<td>Economic Anthropology</td>
<td>3-4</td>
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<tr>
<td>ANTHRO 350</td>
<td>Political Anthropology</td>
<td>3-4</td>
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<tr>
<td>ANTHRO/AMER IND 353</td>
<td>Indians of the Western Great Lakes</td>
<td>3</td>
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<td>ANTHRO 365</td>
<td>Medical Anthropology</td>
<td>3</td>
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<tr>
<td>ANTHRO/GEN&amp;WS 443</td>
<td>Anthropology by Women</td>
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<tr>
<td>ANTHRO 448</td>
<td>Anthropology of Law</td>
<td>3</td>
</tr>
<tr>
<td>ANTHRO 477</td>
<td>Anthropology, Environment, and Development</td>
<td>3</td>
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<tr>
<td>ANTHRO 545</td>
<td>Psychological Anthropology</td>
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<td>ANTHRO/ ED POL 570</td>
<td>Anthropology and Education</td>
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### Asian American Studies

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<tr>
<td>ASIAN AM/SOC 220</td>
<td>Ethnic Movements in the United States</td>
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<tr>
<td>ASIAN AM 240</td>
<td>Topics in Asian American Studies (when topic is appropriate)</td>
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<tr>
<td>ASIAN AM/HISTORY 276</td>
<td>Chinese Migrations since 1500</td>
<td>3-4</td>
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<td>ASIAN AM/AFROAMER 443</td>
<td>Mutual Perceptions of Racial Minorityiess</td>
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<tr>
<td>ASIAN AM 540</td>
<td>Special Topics (when topic is appropriate)</td>
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### Chicana/o and Latina/o Studies

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<tr>
<td>CHICLA/POLI SCI 231</td>
<td>Politics in Multi-Cultural Societies</td>
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<td>CHICLA/GEN&amp;WS/ HIST 245</td>
<td>Chicana and Latina History</td>
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<td>CHICLA 301</td>
<td>Chicana/o and Latina/o History</td>
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<tr>
<td>CHICLA/ POLI SCI 302</td>
<td>Mexican-American Politics</td>
<td>3-4</td>
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<td>CHICLA 315</td>
<td>Racial Formation and Whiteness</td>
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<td>CHICLA/CURRIC 321</td>
<td>Chicano/Latino Educational Justice</td>
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<td>CHICLA/ COUN PSY 331</td>
<td>Immigrant Health and Wellbeing</td>
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<td>CHICLA 330</td>
<td>Topics in Chicano/a Studies (when topic is appropriate)</td>
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<td>CHICLA/GEN&amp;WS 332</td>
<td>Latinas: Self Identity and Social Change</td>
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<td>CHICLA/HISTORY/ LACIS/POLI SCI 355</td>
<td>Labor in the Americas: US &amp; Mexico in Comparative &amp; Historical Perspective</td>
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<td>CHICLA/HISTORY/ POLI SCI 422</td>
<td>Latino History and Politics</td>
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<td>CHICLA/HISTORY 435</td>
<td>Colony, Nation, and Minority: The Puerto Ricans' World</td>
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<td>CHICLA/LEGAL ST/ SOC 443</td>
<td>Immigration, Crime, and Enforcement</td>
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<td>CHICLA/SOC 470</td>
<td>Sociodemographic Analysis of Mexican Migration</td>
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<td>CHICLA 501</td>
<td>Chican@ and Latin@ Social Movements in the U.S.</td>
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<td>CHICLA/ COUN PSY 525</td>
<td>Dimensions of Latin@ Mental Health Services</td>
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### Economics

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<tr>
<td>ECON/FINANCE 300</td>
<td>Introduction to Finance</td>
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<td>ECON 301</td>
<td>Intermediate Microeconomic Theory</td>
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<td>ECON 302</td>
<td>Intermediate Macroeconomic Theory</td>
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<td>ECON/HIST SCI 305</td>
<td>Development of Economic Thought</td>
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<td>ECON/A A E/ REAL EST/ URB R PL 306</td>
<td>The Real Estate Process</td>
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<td>ECON 311</td>
<td>Intermediate Microeconomic Theory - Advanced Treatment</td>
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<td>ECON 312</td>
<td>Intermediate Macroeconomic Theory - Advanced Treatment</td>
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<td>ECON/A A E/ENVIR ST 343</td>
<td>Environmental Economics</td>
<td>3-4</td>
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<td>ECON 364</td>
<td>Survey of International Economics</td>
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<td>ECON 370</td>
<td>Economics of Poverty and Inequality</td>
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<td>ECON 390</td>
<td>Contemporary Economic Issues (when topic is appropriate)</td>
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<td>ECON/URB R PL 420</td>
<td>Urban and Regional Economics</td>
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<td>ECON 441</td>
<td>Analytical Public Finance</td>
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<td>ECON 448</td>
<td>Human Resources and Economic Growth</td>
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<td>ECON/POLI SCI 449</td>
<td>Government and Natural Resources</td>
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<td>ECON 450</td>
<td>Wages and the Labor Market</td>
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<td>ECON/HISTORY 466</td>
<td>The American Economy Since 1865</td>
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<td>ECON 467</td>
<td>International Industrial Organizations</td>
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<td>ECON/A A E/ECON 474</td>
<td>Economic Problems of Developing Areas</td>
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<td>ECON 475</td>
<td>Economics of Growth</td>
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<td>ECON 508</td>
<td>Wealth and Income</td>
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<td>ECON 521</td>
<td>Game Theory and Economic Analysis</td>
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<td>ECON 522</td>
<td>Law and Economics</td>
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<td>ECON/PHILOS 524</td>
<td>Philosophy and Economics</td>
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<td>ECON/A A E/ FW ECOL 531</td>
<td>Natural Resource Economics</td>
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<td>ECON/POP HLTH/ PUB AFFR 548</td>
<td>The Economics of Health Care</td>
<td>3-4</td>
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<td>ECON 623</td>
<td>Population Economics</td>
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<td>ECON/URB R PL 641</td>
<td>Housing Economics and Policy</td>
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<td>ECON/SOC 663</td>
<td>Population and Society</td>
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<td>ECON/A A E/ ENVIR ST/ URB R PL 671</td>
<td>Energy Economics</td>
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### Gender and Women's Studies

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<tr>
<td>GEN&amp;WS/SOC 215</td>
<td>Gender and Work in Rural America</td>
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<tr>
<td>GEN&amp;WS 320</td>
<td>Special Topics in Gender, Women and Society (when topic is appropriate)</td>
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<tr>
<td>GEN&amp;WS/ AFROAMER 323</td>
<td>Gender, Race and Class: Women in U.S. History</td>
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<td>GEN&amp;WS/ AFROAMER 326</td>
<td>Race and Gender in Post-World War II U.S. Society</td>
<td>3</td>
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<tr>
<td>GEN&amp;WS 331</td>
<td>Topics in Gender/Class/Race/ Ethnicity (Social Sciences) (when topic is appropriate)</td>
<td>3</td>
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<tr>
<td>GEN&amp;WS/CHICLA 332</td>
<td>Latinas: Self Identity and Social Change</td>
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<td>GEN&amp;WS/ AFROAMER 333</td>
<td>Black Feminisms</td>
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<tr>
<td>GEN&amp;WS 340</td>
<td>Topics in LGBTQ Sexuality (when topic is appropriate)</td>
<td>3</td>
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<td>GEN&amp;WS 342</td>
<td>Transgender Studies</td>
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<td>GEN&amp;WS/HISTORY 353</td>
<td>Women and Gender in the U.S. to 1870</td>
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<td>Women and Gender in the U.S. Since 1870</td>
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<td>Women in Cross-Societal Perspective</td>
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<td>Women and the Law</td>
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<td>GEN&amp;WS 424</td>
<td>Women's International Human Rights</td>
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<tr>
<td>GEN&amp;WS/HISTORY/ SOC 425</td>
<td>Crime, Gender and Justice</td>
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<tr>
<td>GEN&amp;WS 426</td>
<td>Women and Grassroots Politics Across the Globe</td>
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*Social Work, BSW*
BSW students take two semesters (16 hours per week—256 hours/semester) of field education during their senior year (SOC WORK 400 fall semester, SOC WORK 401 spring semester). SOC WORK 441, SOC WORK 442 and SOC WORK 612 are taken concurrently with Field.

A Field Forum, where students learn more about the field program, field units and expectations, and opportunities for field placement, is held in spring semester. The forum provides students with the opportunity to meet the instructors who teach the field units. Following the Field Forum students indicate their field-unit preferences. The director of field education makes final unit placement decisions and field instructors make final agency-placement decisions.

The types of agencies working with the field education program are varied. Field units are organized around a social problem area or a field of practice. Each unit has a range of field placement agencies and settings appropriate to its theme. The emphasis for undergraduate placements is on applying the knowledge and skills of generalist social work practice with systems of all sizes. The focus is on learning and applying analytic and interventive skills within an ethically based, problem-focused approach.

Social work students should be advised that the Wisconsin Caregiver Law requires a Wisconsin background check (Caregiver Check and Wisconsin Criminal History) for all potential field-education students prior to the field education placement. More information regarding this process is available at Field Education (http://www.socwork.wisc.edu/fielded) on the social work program website.

Social Work Practice Sequence

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Total Credits 16-17

BSW students are expected to maintain a cumulative 3.0 in the major and a minimum grade of BC in SOC WORK 400 and SOC WORK 401.
For more information about field units, the agencies they work with, and field course expectations see the Field Education Handbook (http://www.socwork.wisc.edu/files/field/FieldHandbook.pdf). Field unit availability may vary from year to year.

Social Work Practice in Community Agencies
This unit provides opportunities to work with human service agencies and community programs. The practice perspective is generalist social work in direct and indirect services to individuals, families, groups, organizations, and communities. The primary purpose of the field placement and seminar is to provide generalist practitioner opportunities for the development, integration and application of key competencies that are met through measurable practice behaviors. Theory and concepts learned in the classroom are integrated with practice opportunities, fostering the implementation of evidenced-informed practice. Participating Agencies: Bridge Lake Point Waunona, Goodman, Vera Court neighborhood centers; Center for Families; Dane County Court Appointed Special Advocates [CASA]; Disability Rights-Wisconsin; Second Harvest Food Bank; UW Medical Foundation; Youth Services of Southern Wisconsin (Briarpatch);YWCA (Girls Inc., House-ability, Third Street programs), Community Care Resources, Center for Families.

Social Work Practice in Community Mental Health Agencies
This unit has been developed for generalist practice year students (BSW and first year MSW students) wanting to learn generalist social work practice in settings providing services to people with serious and persistent mental illness who are eighteen years of age and older. The placement settings include private non-profit mental health agencies, primarily providing comprehensive community support services. Participating Agencies: Most of the placements occur in programs of the Journey Mental Health Center's Community Support Programs (CSP's) including: Blacksmith House, Cornerstone, Gateway, Community Treatment Alternatives, Yahara House (day services program) and the Emergency Services Unit. Additional placements occur at: SOAR Case Management Services, Chrysalis, Badger Prairie Health Care Center, Tellurian UCAN's Transitional Housing Program, William S. Middleton Memorial Veterans Hospital, and Mendota Mental Health Institute's PACT (Program of Assertive Community Treatment), an outpatient program.

Social Work Practice in County Human Services (Dane Co. or Rural Settings)
This is a county (public) human/social service agency unit with practice including both direct and indirect services with clients, participants and communities. Students are involved in child welfare, child protective services, juvenile delinquency, foster care, institutional reintegration and community social work. Field placement activities include individual and family counseling, child and family assessment, case management, juvenile court services, foster care services, institutional reintegration, group work, neighborhood and community services and overall program planning. Students in this unit may have field placement settings in voluntary community agencies that work collaboratively with the county human services department. Students gain a solid understanding of the place of a county human service agency in the human services/child and family welfare system. Placements provide opportunities to learn, develop and demonstrate competencies through practice behaviors in all or most of the required social work competency areas. Field placements available through this unit are primarily located in Dane and surrounding counties. Depending on resource needs, this unit may include Title IV-E students. Participating Agencies: Division of Children, Youth and Families, Dane County Human Services, in the following specializations: Access and initial assessment, Ongoing Services, Child Protective Services, Foster Care, Independent Living, Juvenile Delinquency, Institutional Reintegration, Neighborhood Intervention Program, and Joining Forces for Families (community social work). Placements may also be arranged in voluntary community agencies that have collaborative relationships with county human services.

Social Work Practice in Intellectual Disabilities
This unit has been developed for generalist practice year students who are interested in doing advocacy and promoting inclusive communities, especially with persons differing abilities. Since the objectives of the 400-level foundation year are primarily to teach and provide experiences in generalist social work practice, students will learn skills and knowledge applicable to a wide variety of social work settings. There is also the opportunity to work with two Madison-based programs doing international projects. Through work with individuals, families, groups, and communities there will be a focus on issues related to human rights, access to services, communication challenges, and community acceptance and inclusion. The integrative seminar will utilize group work, faculty, student, and guest presentations, multimedia and experiential activities. Placement agencies include: Family Support and Resource Center, Waismann Center, Options in Community Living, Bridges Birth to Three programs.

Social Work Practice in Juvenile and Criminal Justice
The focus of this unit is direct social work practice in juvenile and adult criminal justice community and institutional settings. The unit focuses on helping students conceptualize client typologies related to social responses and interventions including: pre-sentence decisions, probation and parole supervision, institutional interventions, group homes, juvenile community treatment, policy and planning administration. Interventions related to conceptualization of client subtypes, demography of crime and delinquency and violent crime are some of the major content areas for study. Participating Agencies: RC Correctional Services for Women, Attic Correctional Services, Dane County Deferred Prosecution, Dane County Family Violence Unit, Dane County Juvenile Detention and Court Services, Dane County Victim/Witness Unit, Domestic Violence Intervention Services, Operation Fresh Start, VA Hospital, Youth Services of Southern Wisconsin, Madison YWCA, Juvenile Group Homes for male and female delinquent youth, Mendota Mental Health Institute, Sand Ridge Secure Treatment Facility, U.S. Probation Office, Wisconsin Adult Correctional Institutions, Wisconsin Public Defender's Office.

Social Work Practice with Older Adults
This field unit provides field placements in a variety of agency, community, health care and institutional settings that primarily serve older adults. All of the field placements deal with issues of aging, community, mental health, policy, and institutions. The primary purpose of the field placement is to provide an opportunity for guided practical experience in social work settings so that students may acquire the knowledge, values, and skills essential for professional gerontological social work practice. This field unit provides opportunities for integrating theoretical content and knowledge with the practice experience. The practice perspective of the aging and mental health unit is generalist practice, which includes a problem-focused generalist approach with a special emphasis on:

1. direct service to older adults and their families; and
2. resource development and coordination.

Participating Agencies: Agrace Hospice, Alzheimers Association; Attic Angel Place; Badger Prairie Health Care Center; Care Wisconsin; Catholic Charities; Dane County Human Services Guardianship & Protective Placement; East Madison Monona Coalition of the Aging; Fitchburg Senior Center; the Geriatric Research Education and Clinical Center


Social Work Practice in Public and Private Child Welfare
This field unit is a public human/social service agency unit with practice including both direct and indirect services with clients. Students are involved in child welfare and child protective services, juvenile delinquency, foster care and community social work. Placement activities include child protective services initial assessment, family assessment, case planning, individual and family counseling, case management, juvenile court services, foster care services, neighborhood and community services and overall program planning. Students gain a solid understanding of the place of a public social service agency in the human services/child and child welfare system. Placements provide skills in case assessment and planning, case management, counseling, court services, group work and community resource networking. Participating Agencies: Field Placements locations for the field unit include: County Human Service/Social Service offices in Columbia, Dane, Green, Iowa, Jefferson, Rock, and Sauk Counties, and include the following specializations: Foster Care, Child Welfare, Child Protective Services, Access, Initial Assessments, and Ongoing Services.

STATISTICS AND RESEARCH

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>STAT 301</td>
<td>Introduction to Statistical Methods</td>
<td>3</td>
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<tr>
<td>or STAT 371</td>
<td>Introductory Applied Statistics for the Life Sciences</td>
<td></td>
</tr>
<tr>
<td>or PSYCH 210</td>
<td>Basic Statistics for Psychology</td>
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<tr>
<td>or SOC/ C&amp;E SOC 360</td>
<td>Statistics for Sociologists I</td>
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Research

<table>
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<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SOC WORK 650</td>
<td>Methods of Social Work Research (recommended)</td>
<td>3-4</td>
</tr>
<tr>
<td>or PSYCH 225</td>
<td>Research Methods</td>
<td></td>
</tr>
<tr>
<td>or SOC/ C&amp;E SOC 357</td>
<td>Methods of Sociological Inquiry</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 6-7

1 SOC WORK 650 is recommended for BSW students. Double majors in psychology or sociology or may take PSYCH 225 or SOC/ C&E SOC 357 for this requirement.

ELECTIVE
Complete one Intermediate or Advanced level SOC WORK course.

INDEPENDENT WORK (NOT REQUIRED FOR BSW)
Students with an interest in a particular area of study may develop a plan of independent work with the assistance of an interested faculty member. They may obtain information about instructors and their areas of interest from the School of Social Work website. Consent of instructor is required for the following course offerings in independent work:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC WORK 681</td>
<td>Senior Honors Thesis</td>
<td>3</td>
</tr>
<tr>
<td>SOC WORK 682</td>
<td>Senior Honors Thesis</td>
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</tr>
<tr>
<td>SOC WORK 691</td>
<td>Senior Thesis</td>
<td>2</td>
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<tr>
<td>SOC WORK 692</td>
<td>Senior Thesis</td>
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<tr>
<td>SOC WORK 699</td>
<td>Directed Study</td>
<td>1-3</td>
</tr>
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</table>

RESIDENCE AND QUALITY OF WORK

1. 2.000 GPA in all SOC WORK courses and all major courses
2. 15 upper-level major credits, taken in residence
3. 15 credits in SOC WORK, taken on campus

CERTIFICATE PROGRAMS (NOT REQUIRED FOR BSW)
BSW students and social welfare majors often choose the following certificate programs: American Indian studies, business, criminal justice, gender and women’s studies, global health, LGBTQ+ studies, and religious studies. More details about certificates are available in this Guide.

GRADUATE SCHOOL (NOT REQUIRED FOR BSW)
BSW students completing professional foundation courses with a grade of B or better are eligible for advanced standing in the master’s program. For more information see the School of Social Work website FAQs at Admissions: Advanced Standing & Exemptions (https://socwork.wisc.edu/fulltimemsw-faq).

HONORS IN THE MAJOR
Students may apply for admission to Honors in the Bachelor of Social Work in consultation with the Social Work undergraduate advisor before beginning the Senior Honors Thesis. Students must make arrangements with a faculty member to sponsor their research project before admission will be granted.

HONORS IN THE BACHELOR OF SOCIAL WORK REQUIREMENTS
To earn Honors in the Major in Social Welfare, students must satisfy both the requirements for the major (above) and the following additional requirements:

1. Earn a 3.300 University GPA
2. Earn a 3.400 GPA for all SOC WORK courses and all major courses
3. Complete SOC WORK 650
4. Complete one SOC WORK elective related to Senior Honors Thesis research topic
5. Complete SOC WORK 579 concurrently with SOC WORK 681
6. Complete a two-semester Senior Honors Thesis in SOC WORK 681 and SOC WORK 682, for a total of 6 credits, with a grade of B or better
7. Present thesis results at a department colloquium.
UNIVERSITY DEGREE REQUIREMENTS

Total Degree
To receive a bachelor's degree from UW–Madison, students must earn a minimum of 120 degree credits. The requirements for some programs may exceed 120 degree credits. Students should consult with their college or department advisor for information on specific credit requirements.

Residency
Degree candidates are required to earn a minimum of 30 credits in residence at UW–Madison. "In residence" means on the UW–Madison campus with an undergraduate degree classification. "In residence" credit also includes UW–Madison courses offered in distance or online formats and credits earned in UW–Madison Study Abroad/Study Away programs.

Quality of Work
Undergraduate students must maintain the minimum grade point average specified by the school, college, or academic program to remain in good academic standing. Students whose academic performance drops below these minimum thresholds will be placed on academic probation.

LEARNING OUTCOMES

1. Engage diversity and difference in practice.
2. Advance human rights and social, economic and environmental justice.
3. Engage in practice-informed research and research informed practice.
4. Engage in policy practice.
5. Engage with individuals, families, groups, organizations, and communities.
6. Assess individuals, families, groups, organizations, and communities.
7. Intervene with individuals, families, groups, organizations, and communities.
8. Evaluate practice with individuals, families, groups, organizations, and communities.
9. Demonstrate ethical and professional behavior.

FOUR-YEAR PLAN

This sample plan is a tool to assist you and your advisor(s). Use it along with your DARS report and the Course Guide. You will make your own four year plan based on your placement scores, incoming credits, and individual interests. As you become involved in athletics, honors, research, student organizations, study abroad, volunteer experiences, and/or work, you might adjust the order of your courses to make room for these experiences.

Students wishing to apply to the Bachelor of Social Work (BSW) program must do so in Spring of Junior year.

You will likely revise your four year plan several times during college. While your credits per term may vary, they should add up to 120 in the end.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Credits</th>
<th>Credits</th>
<th>Credits</th>
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<tr>
<td>Communication A</td>
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<td>Ethnic Studies</td>
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<tr>
<td>Quantitative Reasoning A</td>
<td>3-4</td>
<td>Literature Breadth</td>
<td>4</td>
</tr>
<tr>
<td>Biological Science Breadth</td>
<td>3</td>
<td>Physical Science Breadth</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language (if needed)</td>
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<td>Foreign Language (if needed)</td>
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<tr>
<td>Sophomore</td>
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<td>Fall</td>
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<td>16</td>
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<tr>
<td>SOC WORK 205 (can be taken Freshman or Sophomore year)</td>
<td>4</td>
<td>SOC WORK 206 (can be taken Freshman or Sophomore year)</td>
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<td>Humanities Breadth</td>
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<td>Science Breadth</td>
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<td>Junior</td>
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<tr>
<td>Fall</td>
<td>16</td>
<td>14</td>
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<td>SOC WORK 640 (Fall-only)</td>
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<td>SOC WORK 457 (Spring-only)</td>
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<tr>
<td>Social Science Concentration course</td>
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<td>STAT 301, 371, PSYCH 210, or SOC 360</td>
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<td>Science Breadth</td>
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<td>SOC WORK elective (I/A-level)</td>
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<td>Fall</td>
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<td>SOC WORK 400</td>
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<td>SOC WORK 650 (Spring-only)</td>
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<td>SOC WORK 441</td>
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<td>SOC WORK 401</td>
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<td>SOC WORK 442</td>
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<td>SOC WORK 612</td>
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<tr>
<td>Electives (I/A-level)</td>
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<td>Electives (I/A-level)</td>
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<tr>
<td>Total Credits</td>
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</table>

Note: SOC WORK 100 is a pre-major elective course that can be taken in the first year, if offered; it is not required for the major.

1. The College encourages students to take INTER-LS 210 in their second year (or anytime); it is recommended but not required.
2. Take two Intermediate or Advanced level courses from one of the following social science departments: Afro-American Studies, American Indian Studies, Anthropology, Asian American Studies, Chicana/o and Latina/o Studies, Economics, Gender and Women's Studies, Political Science, Psychology, Sociology.
ADVISING AND CAREERS

ADVISING
Students interested in either the social welfare major or bachelor of social work meet with the social work advisors to discuss degree requirements; career opportunities; complete the major declaration; and confer on student issues and concerns. Advisors are an excellent resource for information about campus and community services. Students should see an advisor at least once each semester to review academic progress. Advising appointments are made through the school’s website (https://socwork.wisc.edu/appointments) or by calling 263-3660. Social work faculty members are available for advice about course work, research, and the social work profession in general.

L&S CAREER RESOURCES
SuccessWorks at the College of Letters & Science helps students leverage the academic skills learned in their major, certificates, and liberal arts degree; explore and try out different career paths; participate in internships; prepare for the job search and/or graduate school applications; and network with professionals in the field (alumni and employers). In short, SuccessWorks helps students in the College of Letters & Science discover themselves, find opportunities, and develop the skills they need for success after graduation.

SuccessWorks can also assist students in career advising, résumé and cover letter writing, networking opportunities, and interview skills, as well as course offerings for undergraduates to begin their career exploration early in their undergraduate career.

Students should set up their profiles in Handshake (https://careers.ls.wisc.edu/handshake) to take care of everything they need to explore career events, manage their campus interviews, and apply to jobs and internships from 200,000+ employers around the country.

- SuccessWorks (https://careers.ls.wisc.edu)
- Set up a career advising appointment (https://careers.ls.wisc.edu/make-an-appointment)
- INTER-LS 210 L&S Career Development: Taking Initiative (1 credit, targeted to first- and second-year students)—for more information, see Inter-LS 210: Career Development, Taking Initiative (https://careers.ls.wisc.edu/inter-ls-210-career-development-taking-initiative)
- INTER-LS 215 Communicating About Careers (3 credits, fulfills Com B General Education Requirement)
- Handshake (https://careers.ls.wisc.edu/handshake)
- Learn how we’re transforming career preparation: L&S Career Initiative (http://ls.wisc.edu/lsci)

PEOPLE

Associate Professors: Marah A. Curtis, MSW, Ph.D.; Tally Moses, MSW, Ph.D.

Assistant Professors: Lauren Bishop-Fitzpatrick, Ph.D.; Pajarita Charles, MPA, MSW, Ph.D.; Lara Gerassi, MSW, Ph.D.; Jooyoung Kong, MSW, Ph.D.; Alejandra Ros Pilarz, Ph.D.; Tova Walsh, MSW, Ph.D.; Yang Sao Xiong, Ph.D.

Clinical Associate Professor: Audrey Conn, MSSW, APSW; Ellen Smith, MSSW

Clinical Assistant Professors: Laura Dresser, MSW, Ph.D.; Amanda Ngola, MSW, LCSW; Lynette Studer, MSSW, Ph.D.; Angela Willits, MSW, LCSW

ACCREDITATION
Accreditation
Council on Social Work Education (https://www.cswe.org/Accreditation)
Certification/Licensure