



# **Indiana University School of Social Work**

## **MSW General Student Handbook 2011-2012**

for all students on the campuses of

**Indiana University Purdue University Indianapolis  
Indiana University Northwest  
Indiana University South Bend  
Indiana University Purdue University Fort Wayne  
Indiana University East  
Indiana University Southeast (pending approval)**

The mission of the Indiana University School of Social Work is excellence in education, research and service to promote health, well-being, and social and economic justice in a diverse world.

*The IU School of Social Work is currently engaged in its self-study for reaffirmation of accreditation which may result in some changes to this Handbook throughout the current academic year.*

## Table of Contents

	<i>page</i>
<b><u>Introduction</u></b>	<b>3</b>
<b><u>Indiana University School of Social Work: A History of Tradition and a Future of Excellence</u></b>	<b>3</b>
<b><u>The Profession of Social Work and the MSW Program at Indiana University</u></b>	<b>4</b>
<b><u>Social Work Policy on Non-Discrimination</u></b>	<b>5</b>
<b><u>MSW Program Structure and Roles</u></b>	<b>5</b>
<b><u>Mission of the Indiana University School of Social Work</u></b>	<b>6</b>
<b><u>Goals of the MSW Program</u></b>	<b>6</b>
<b><u>MSW Program Competencies</u></b>	<b>7</b>
<b><u>Curriculum</u></b>	<b>7</b>
<b><u>Immersion/Foundation/Intermediate Curriculum</u></b>	<b>7</b>
<b><u>Concentration Curriculum</u></b>	<b>8</b>
<b><u>Child Welfare Concentration</u></b>	<b>8</b>
<b><u>Health Concentration</u></b>	<b>9</b>
<b><u>Mental Health &amp; Addictions Concentration</u></b>	<b>9</b>
<b><u>School Social Work Concentration</u></b>	<b>9</b>
<b><u>Leadership Concentration</u></b>	<b>9</b>
<b><u>Academic Policies and Procedures</u></b>	<b>9</b>
<b><u>Advising</u></b>	<b>9</b>
<b><u>Class Attendance and Participation</u></b>	<b>10</b>
<b><u>Scholarly Writing</u></b>	<b>10</b>
<b><u>Academic Dishonesty</u></b>	<b>10</b>
<b><u>Grades of Incomplete</u></b>	<b>10</b>
<b><u>Independent Study</u></b>	<b>11</b>
<b><u>Human Subjects in Scholarly Research</u></b>	<b>12</b>
<b><u>MSW Policy on Student Continuation, Review and Dismissal</u></b>	<b>12</b>
<b><u>Student Continuation</u></b>	<b>12</b>
<b><u>Academic Probation</u></b>	<b>12</b>
<b><u>Conduct that Violates Academic, Professional and Ethical Standards</u></b>	<b>13</b>
<b><u>Procedures for Review of Academic and Professional Performance and Dismissal</u></b>	<b>13</b>
<b><u>Reinstatement Procedures</u></b>	<b>14</b>
<b><u>Appeal Procedures at the Dean's Office Level</u></b>	<b>14</b>
<b><u>Grade Appeal Policies and Procedures</u></b>	<b>15</b>
<b><u>Student Rights and Responsibilities</u></b>	<b>16</b>
<b><u>Course and Faculty Evaluation</u></b>	<b>16</b>
<b><u>Code of Student Rights, Responsibilities, and Conduct Handbook</u></b>	<b>17</b>
<b><u>Criminal Offense Disclosure and Sexual Offenders Policy</u></b>	<b>17</b>
<b><u>Policy on Sexual Offenders</u></b>	<b>17</b>
<b><u>Student Organizations</u></b>	<b>17</b>
<b><u>Employment Opportunities</u></b>	<b>18</b>
<b><u>Professional Membership Opportunities</u></b>	<b>19</b>
<b><u>IUPUI Services</u></b>	<b>20</b>

*The content in this document is based on information available at the time of printing. Every effort was made to ensure that this information is accurate. We reserve the right to make changes to this information as necessary. (Revised 9-30-11)*

## Introduction

Welcome to the Indiana University School of Social Work (IUSSW) and the Master of Social Work (MSW) program. The MSW Student Handbook has been designed as a set of documents that provide a guide for your graduate education. The Handbook supplements the Bulletin of the School of Social Work and other University materials. The MSW General Student Handbook provides all the historical background of the School and Program, curriculum information, and policies and procedures for all students accepted into the graduate program, regardless of campus. Each campus has its own Supplement that helps students identify campus-specific services as well as any minor nuances in program delivery at that site.

The central administrative offices of the IUSSW are located in the state capital on the Indiana University Purdue University Indianapolis (IUPUI) campus. These include the Office of the Dean and other administrative personnel that provide support to programs on all campuses. This General Student Handbook will address state-wide administrative functions. Students should also review their own campus supplement for additional administrative and faculty support information.

### **Indiana University School of Social Work: A History of Tradition and a Future of Excellence**

In the late 19th Century, the State of Indiana began developing its unique set of organizations and institutions. Still predominantly rural, the population was beginning to shift from farms to towns and cities. As industrialized centers began to emerge, what is now Indiana University was first organized as a seminary by legislative provision in 1820. As time went on, the college remained a small liberal arts institution with the addition of a law school. In 1908, the new University School of Medicine was launched in Indianapolis, the state capital.

The early 1900's were a time when scientific and technical knowledge expanded rapidly, and school enrollments increased as young people came to see the value of education for entry into professions and specialized work. Indiana University President William Lowe Bryan recognized this in his 1902 inaugural address. "What people want is open paths from every corner of the state, through the school, to the highest and best things which men (sic) can achieve." In 1909, Indiana University was admitted to the American Association of American Universities. Bryan said this would not have occurred if the University had failed to expand its offerings into professional fields (Rogers, 1982).

In 1911, the first courses in the field of social work practice were offered through the Department of Economics and Sociology. Between 1911 and 1944 various administrative and curricular changes were put into effect, and degree programs at both the undergraduate and graduate levels were offered. In 1944, the Indiana University Division of Social Services was established by action of the Trustees of Indiana University. The organizational status was changed in 1966 when the Graduate School of Social Service was created. In 1973, the name was changed to the School of Social Service and, in 1977, the Indiana University School of Social Work, in order to reflect more clearly its identification with the profession.

The School of Social Work has been accredited by the Council of Social Work Education (CSWE) since 1923 with the most recent reaffirmation of accreditation in 2005. *The Education Policy and Accreditation Standards* (2008) of the Council on Social Work Education is available for viewing at <http://www.cswe.org/Accreditation/2008EPASDescription.aspx>. The Master of Social Work Program is currently offered on six campuses of the Indiana University system: Indiana University Purdue University Indianapolis (IUPUI) in Indianapolis; Indiana University Northwest (IUN) in Gary; Indiana University

East (IUE) in Richmond; Indiana University South Bend (IUSB) in South Bend; Indiana University Purdue University Fort Wayne (IPFW) in Fort Wayne; and Indiana University Southeast (IUS) in New Albany (pending approval).

## **The Profession of Social Work and the MSW Program at Indiana University**

The Preamble of the Code of Ethics of the National Association of Social Workers (2008) states:

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote the social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems. (p.1)

Social workers and social work students practice within the fundamental values and ethical principles of the social work profession. *The Code of Ethics of the National Association of Social Workers* (2008) is the primary guiding document in this regard. Students will find the *Code of Ethics* attached to this Handbook and may also access this and other resources on the NASW website, <http://naswdc.org>.

Through professional social work education that is based upon a liberal arts perspective, graduates acquire the essential knowledge, learn to apply the fundamental values and ethics of the profession, and learn to use the integral skills of social work in competent professional practice. Graduates of the Master of Social Work (MSW) program are prepared for advanced social work practice in one of five areas of concentration: 1) Child Welfare; 2) Health; 3) Leadership; 4) Mental Health and Addictions; and 5) Schools. All five concentrations are available only at the IUPUI campus. Regional campuses vary in terms of the concentrations offered.

National Association of Social Workers. (2008) *Code of Ethics of the National Association of Social Workers*. Washington, DC: NASW Press.

## **Social Work Policy on Nondiscrimination**

Based on the tradition of the social work profession, and consistent with Indiana University's Equal Opportunity Policy, the Indiana University School of Social Work affirms and conducts all aspects of its teaching, scholarship, and service activities without discrimination on the basis of race, color, gender, socioeconomic status, marital status, national or ethnic origin, age, religion/creed, disability, political affiliation or sexual orientation. The School of Social Work has a strong commitment to diversity and nondiscrimination. Indeed, diversity is celebrated as strength. This perspective is demonstrated by the composition of its faculty and student body, curriculum content, recruitment and retention activities, participation in University committees dealing with oppressed populations, numerous service activities including advocacy on behalf of the disadvantaged, selection of field practicum sites, and School policies related to promotion and tenure of its faculty.

## **MSW Program Structure and Roles**

The Dean of the IU School of Social Work provides overall administrative oversight and decision-making for all programs, fiscal affairs, university and community relations. The Associate Dean supports the Dean in this role with primary responsibility for internal and academic affairs.

An MSW Program Director on the IUN, IUSB, IUPUI, and IUE campuses provides administrative leadership on her/his respective campus, including implementation of the classroom and field curriculum, course scheduling, admissions, financial aid, orientations, advising, and student services. Administrative leadership to the IPFW and IUS (pending approval) campuses falls under the IUPUI directorship. As a team convened by the Associate Dean, the Directors provide overall administrative and curriculum leadership for the MSW Program statewide, assuring program delivery that is in compliance with accreditation standards of the Council on Social Work Education.

The Faculty of the School of Social Work consists of full- and part-time members on each of the six campuses. The Faculty Senate is the governing body from which a Chairperson of the MSW Curriculum Committee is appointed to coordinate faculty involvement in all aspects of MSW curriculum planning and program assessment.

The MSW Student Services and Admissions Coordinators are faculty that work in all aspects of student services, including registration, new student orientation, financial aid, commencement, and special events, as well as MSW student recruitment and admissions.

The field education component of the MSW Program consists of a statewide Director of Field Education who is a tenured, senior faculty member. The IUPUI campus has a Senior Field Instruction Coordinator and three full-time Field Instruction Coordinators assigned to the MSW program. IUN, IUE, and IUSB have Field Instruction Coordinators with dual responsibilities for MSW and BSW programs. Field Coordinators recruit agencies which will provide venues for internships, recruit and train field instructors and task supervisors, engage students in the field planning process, arrange appropriate matches of students with agencies, and provide ongoing assessment of field sites.

The Child Welfare Scholars Program provides additional support for students admitted under the Federal Title IV-E Grant. The Student Coordinator works in all aspects of student services, including registration, new student orientation, financial aid, commencement, and special events, as well as MSW admissions as it relates to this program. The Child Welfare Scholars Program Field Coordinator ensures and maintains the quality of the MSW field practicum placements in the Child Welfare Scholars Program by recruiting

field agencies and field instructors, engaging students in the field planning process and arranging specific child welfare and leadership student field practicum placements.

Field Liaisons are faculty members assigned to students when they enter each field placement. Field liaisons serve as the educational link to help students integrate classroom learning with the agency experience and are also the institutional links between the placement site and the School of Social Work.

Program support staff include the MSW Recorders and Student Services Secretaries who perform much of the record-keeping and handle the processing of paperwork for such things as student address changes through the university, grade changes, removals of incomplete grades, etc. The MSW Field Secretary coordinates the paperwork related to field placement agencies, student field records, field liaison assignments, and provides communication with students, field liaisons, and students. The Administrative Secretaries on all campuses provide direct support to the MSW Directors and faculty, including the Child Welfare Scholars Program.

A comprehensive list of program administrators, faculty and staff appears in an appendix on this Handbook CD in a separate electronic file.

## **Mission of the Indiana University School of Social Work**

Mission (under review)

The mission of the Indiana University School of Social Work MSW program is to educate students to be critical thinking, research informed, continuously learning, ethical, and effective social workers prepared for practice.

The Underlying values of the School of Social Work that support the mission statement are:

- Social and Economic Justice
- Diversity
- Effectiveness
- Empowerment
- Excellence
- Integrity

## **Goals of the MSW Program**

The mission and goals of the MSW Program at Indiana University are consistent with the purposes, values, and ethics of the social work profession, the Council on Social Work Education (CSWE) accreditation standards, and the unique needs of the State of Indiana which the University serves. Program goals guide the educational preparation of students in ways that assure adherence to professional knowledge, values and skills. These goals reflect attention to promoting the general welfare of all segments of society and promoting social and economic justice. The curriculum is currently undergoing some transformation in a general movement to competency-based education.

The Master of Social Work program goals are to:

- Educate students to be effective and knowledgeable professionals prepared for advanced social work practice.
- Build upon a liberal arts perspective to prepare students to continue their professional growth and development through a lifetime of learning, scholarship, and service.

- Educate students to understand and apply the fundamental values and ethics of the social work profession in their practice.
- Prepare students for social work practice with diverse populations and with client systems of all sizes.
- Educate students about the social contexts of social work practice, the changing nature of those contexts, the behavior of organizations, and the dynamics of change.
- Engage in scholarly activity including the discovery, integration, application, dissemination, and evaluation of knowledge for practice.
- Promote and advocate for social and economic justice.

## MSW Program Competencies

The MSW Program, in compliance with the educational policy of the Council on Social Work Education, made the transition to competency-based education. At the end of their curriculum, all MSW students will demonstrate mastery of the ten core social work competencies as operationalized by advanced practice behaviors in their respective concentrations.

The ten core competencies are:

- 1) Identify as a professional social worker and conduct oneself accordingly.
- 2) Apply social work ethical principles to guide professional practice.
- 3) Apply critical thinking to inform and communicate professional judgments.
- 4) Engage diversity and difference in practice.
- 5) Advance human rights and social and economic justice.
- 6) Engage in research-informed practice and practice-informed research.
- 7) Apply knowledge of human behavior and the social environment.
- 8) Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
- 9) Respond to contexts that shape practice.
- 10) a. Engage with individuals, families, groups, organizations, and communities.  
b. Assess with individuals, families, groups, organizations, and communities.  
c. Intervene with individuals, families, groups, organizations, and communities.  
d. Evaluate with individuals, families, groups, organizations, and communities.

## CURRICULUM

### Immersion/Foundation/Intermediate Curriculum

The MSW curriculum includes three distinct levels through which students progress toward the advanced degree in social work. Upon admission, students enter an Immersion experience followed by four courses that constitute the generalist foundation of social work practice. (Students who have already achieved a Bachelor of Social Work degree within the School's high academic standards may be granted a waiver of this Immersion/Foundation curriculum. The criteria for such advanced standing are discussed elsewhere in this Handbook.)

The second level of preparation is the Intermediate curriculum which entails 5 courses that all students take in common, including a field practicum course of 320 hours. The purpose of the Intermediate curriculum is to prepare students with more breadth and depth in their knowledge base (theories that underlie social work practice). In addition, the Intermediate curriculum serves to advance their critical thinking and foundation practice skills for entry into very specialized fields of practice, or concentrations.

Within the first 30 credit hours that constitute the Immersion/Foundation/Intermediate curriculum, the MSW Program offers multiple scheduling paths. These include full-time and part-time options on the IUPUI campus and part-time only options on the IU Northwest, IU South Bend, IU East, IU Southeast, and IPFW campuses. Students generally enter the first half of their educational experience with a cohort of other students who are following the same sequence of classes. Because the School must balance its offerings to serve the needs of many students, students keep within their entering cohort until they move on to their concentration of choice.

### **Concentration Curriculum**

Following the Intermediate curriculum, students enter into one of five concentrations. Four of the concentrations are direct practice/clinical in nature: Child Welfare, Health, Mental Health and Addictions, and School Social Work. The fifth concentration, Leadership, has a macro focus, including preparation of students for roles in supervision, administration, policy advocacy and community planning.

The courses in the concentration year are offered throughout the entire week (day and evening hours as well as Saturdays). It is imperative that each student understand that the concentration year schedule will be driven by the individual choice of specialization, not by her/his entering cohort. Therefore, each student can anticipate that in the final year of coursework, she/he may be taking classes during the daytime, evenings and/or weekends.

Part-time students are accepted into the MSW program on a three year schedule. The first year of course work is spread over two years. The final year students are full-time. This means that part-time students must be prepared to complete a 2-semester practicum during the day, or a full-time block practicum along with coursework, during their concentration year.

If any student requests to spread the third or concentration year over two years in order to continue or proceed part-time, all course work must be completed entirely before the practicum ends. This may mean that the start of practicum semesters are delayed. This is a major point in planning schedules. Please remember that all MSW degrees must be completed within five years of matriculation.

The best way for students to appreciate the scope of practice within each concentration is to speak to a faculty member who practices and teaches in that area. The *IUSSW Administration, Faculty and Staff Directory*, found on the Handbook CD, provides information that might guide students to the appropriate instructors. In addition, the Alumni Association hosts a workshop each year in Indianapolis that brings together faculty, practitioners, and students to explore potential career tracks in each concentration. Here in a nutshell is an overview of each concentration.

### **Child Welfare Concentration**

Students in this concentration understand at an advanced level mandates of the child welfare system and learn to effectively intervene within the current framework of state and federal legislation. They are able to assess the impact of child maltreatment and family violence and design effective interventions that build on best-practices and strengths with individuals, families and communities. They identify and apply interventions that address attachment, separation and loss in advanced child welfare practice. They evaluate the impact of the forms, mechanisms, and consequences of oppression and discrimination in the child welfare system, including the impact on people of color, women, lesbian women and gay men, and other populations at risk as well as those groups distinguished by age, ethnicity, culture, class, religion, region, and physical or mental ability. Many students in this concentration receive funding to fill jobs in the State of Indiana Department of Family Services during matriculation and after graduation.

**Health Concentration**

Students who elect to practice in the health arena, apply the knowledge and skills of advanced social work practice to build and work effectively with multi-disciplinary teams that include physicians, nurses, dentists, psychiatrists and other health care professionals. They learn the medical terminology to conduct bio-psycho-social assessments based on myriad disease entities and patient dynamics. As social workers, they understand how healthcare is financed in the United States, analyze how financial resources for healthcare affect individual patient care, and advocate for change that improves access for all individuals regardless of race, ethnicity, gender, age, sexual orientation or other factors.

**Mental Health & Addictions Concentration**

Students in the MH&A concentration assess mental health and addictions issues from person-in-environment, consumer focused, strengths-based, recovery-oriented, and other relevant perspectives. They formulate intervention, prevention, or support and maintenance plans collaboratively with clients. They prepare to serve as case managers, counselors, clinicians, and advocates for and with mental health and addictions consumers. Also, they are able to seek, discover, and evaluate relevant research studies and apply findings in evidence-based social work practice. Within the context of their practice, they conduct empirical evaluations of the effectiveness of interventions and services.

**School Social Work Concentration**

Social workers in school systems function in an environment where the primary purpose is education and socialization. When primary and secondary school students exhibit behaviors and problems that impede their academic and social progress, they may benefit from interventions that social workers are prepared to deliver. The commitment to utilizing social workers in school settings ebbs and flows, often dictated by fiscal resources for education in general. Nonetheless, preparation of students to enter this field of practice remains a priority for the School of Social Work. Students who enter this field are prepared with clinical skills for working with children and adolescents and their families; with team-building skills for working with school administrators and teachers; and, community skills to garner the resources necessary to promote a safe, secure environment for those served in the school system.

**Leadership Concentration**

Often students with some experience in human services seek to prepare themselves for supervisory and administrative roles in one of the systems represented in the other concentrations or in some other arena of practice. By selecting the Leadership concentration, they opt to immerse themselves in an educational experience focused predominantly on indirect and macro-level practice. The skills set in this concentration includes strategic planning, grant writing, financial management and budgeting, advanced policy analysis and advocacy, community organizing and development, among others.

**ACADEMIC POLICIES AND PROCEDURES****Advising**

Once admitted, students are assigned an advisor to guide them in course sequencing and requirements for graduation. Advisors are also the first contact when students experience difficulty in coursework or timely completion of requirements, request for exceptions to curriculum policy, or change of status. Advising forms for the Immersion/Foundation/Intermediate year and all Advanced Concentrations will be provided by MSW advisors and available on the MSW Resource Site. All course work must be completed entirely before the practicum ends.

Students must earn a grade of “C” or higher for the independent study to count toward the MSW degree.

Students admitted to the MSW program have already demonstrated in their undergraduate or other graduate studies their capacity for superior academic work. Most MSW students are, therefore, familiar and comfortable with high academic and scholarly standards.

### **Class Attendance and Participation**

Regular attendance in classes and practicum course meetings is viewed as the personal and professional responsibility of each MSW student. Active participation in course activities is the expected norm. In participating, it is expected that students reflect interest in and respect for their colleagues in a manner that is congruent with the values, ethics and skills of the social work profession.

### **Scholarly Writing**

In written assignments, students are expected to prepare documents in a scholarly and professional manner. **The *Publication Manual of the American Psychological Association (APA), Sixth Edition*, serves as the definitive guide for style and format of all papers submitted in the MSW program.** For example, paper submissions should be typewritten in double-space format and carefully edited for spelling and grammar. All direct quotations, paraphrases, empirical research findings and other statements of the research, scholarship or creative work of others must be appropriately annotated using the standard bibliographic citation methods set out by the most current APA manual.

Competent and effective social work practice requires well-developed and refined communication skills, including the use of the written word. Writing well helps social workers communicate information accurately and concisely to others involved in helping client systems. For this reason, formal writing assignments in social work courses will be evaluated on both the bases of the quality of the scholarly content as well as the quality of its presentation.

Students experiencing writing difficulties are advised to seek assistance at their campus' writing center. The Campus Services section of the individual Campus Supplements contains information on location and scope of services offered.

### **Academic Dishonesty**

Plagiarism, or the use of another's work without proper citation, is academic dishonesty and treated as a very serious matter in the School and larger University. Some students are not as familiar as they need to be with what constitutes acts of plagiarism and therefore plagiarize as a result of this lack of knowledge. Other students simply cheat. Neither form of plagiarism is tolerated at IUSSW.

An area that potentially allows for student problems to emerge is in the process of giving and taking help. The process of learning is as important as the actual outcome. Sharing projects, term papers, book reports, or other assignments denies the student the opportunity to learn and is considered cheating. It is very important to understand the difference between appropriate group work and the notion of sharing assignments.

Very rarely do faculty members allow the submission of the same paper in two courses. Students should discuss any exception to this rule with both instructors beforehand and demonstrate how the submission goes beyond requirements and serves the learning expectations of each course. Otherwise duplicate submissions will be treated as academic dishonesty.

### **Grades of Incomplete** (*Revised and adopted by the Faculty Senate, February 2010*)

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 her/his advisor to withdraw from the course(s) in question. The student should refer to the Registrar's Office on her/his respective campus regarding the policies and deadline for automatic withdrawal for the semester in question.

The student is responsible for initiating the request for a grade of Incomplete. If the instructor agrees, the instructor and student complete and sign a *Record of Incomplete and Contract for Completion of Course Requirements* form 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 failing 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 School of Social Work is expected to complete outstanding course work expeditiously, since many courses serve as prerequisites for others. Additionally, the following apply:

- Students must satisfactorily complete all foundation courses or have an approved contract for removing grades of Incomplete before taking any intermediate courses.
- Students must satisfactorily complete all intermediate courses before entering the concentration year.
- 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 her/his advisor to request grades of Incomplete in multiple courses.

### **Independent Study**

MSW students may seek permission to substitute a course of independent study for an MSW elective under the direction of an IUSSW full-time professor. The student must seek permission from her/his academic advisor **prior** to enrollment in the independent study. Independent study affords a student an opportunity to explore a topic not addressed in classroom courses or to examine a subject in greater depth. Sometimes the independent study involves research of human subjects. When that is the case, the proposed research project must receive formal approval of the Institutional Review Board (IRB) prior to course registration (website information is provided under Academic and Scholarly Guidelines below).

Necessary forms for seeking approval for an Independent Study are contained in the *Forms* folder on the MSW Handbook CD. Faculty members, advisors and program directors will generally take the following into account when formally agreeing to a student's proposal for independent study:

1. The proposed course of independent study bears a direct relationship to professional social work and requires graduate level scholarship.
2. The student's academic advisor initially approves the independent study as relevant to the student's concentration.
3. The course of independent study is not duplicative of work done in another independent study course or in classroom courses taken for MSW credit.
4. The course of independent study is not to be used to meet requirements for another degree.
5. The level and amount of work required is comparable to the number of graduate credits to be earned. A general guideline is that about three clock hours of work per week are needed for each credit (total effort must be approximately 135-150 hours).
6. The availability of a full-time instructor to oversee the independent study.

### **Human Subjects in Scholarly Research**

Any student involved in research with human subjects must adhere to the policies and procedures set forth by the Indiana University Human Research Protection Program (HRPP). As stated on its website, “the overarching mission of the Human Research Protection Program (HRPP) at Indiana University is to protect the rights and welfare of human research participants recruited to participate in research conducted under the auspices of Indiana University. Rather than ensuring mere compliance with the federal regulations, IU’s HRPP strives to adhere to the highest ethical standards in its protection of human research participants and seeks to further develop the methods and mechanisms for protecting human research participants. The Human Subjects Office ensures that each human subject receives respect, beneficence, and justice during their involvement in research.” Students should access relevant information at <http://researchadmin.iu.edu/cs-humsub.html>.

## **MSW POLICY ON STUDENT CONTINUATION, REVIEW AND DISMISSAL**

(Revised and Adopted by the Faculty Senate, February 2010)

All students are admitted to the MSW Program based on evidence in their admissions applications that they have the potential *academic ability and personal suitability* for completing the professional graduate social work program. Once admitted, all students in the MSW Program are expected to maintain the standards established by the School of Social Work and those held by the social work profession.

### **Student Continuation**

#### **Academic Requirements**

*For continuation in and graduation from the program, students are required to:*

1. earn at least a “C” in each Social Work course;
2. maintain a minimum 3.0 cumulative GPA in graduate Social Work courses;
3. have satisfactorily fulfilled any and all contracts for grades of Incomplete (see policy on Grades of Incomplete);
4. earn a grade of “Satisfactory” in any practicum course (S555, S651 & S652).

#### **Professional Requirements**

Students are expected to behave in a manner consistent with the *Indiana University Code of Student Rights, Responsibilities, and Conduct Handbook*, the *Code of Ethics of the National Association of Social Workers*, and other professional guidelines established in the Handbook. Refer to the section below that outlines some examples of conduct that violates professional and ethical standards.

#### **Ongoing Academic Student Performance Review**

At the end of each academic semester (December and May), at the end of each summer session (June and August), or at any time a delayed grade is submitted, the student’s advisor will review academic performance for adherence to the academic and professional requirements.

### **Academic Probation**

The Program Director may place a student on academic probation if she/he violates any of the academic and professional requirements. The condition of probation for each requirement shall be:

1. If a student earns a grade lower than “C” in any social work course, she/he must repeat that course in timely fashion in order to progress in the program. A failing grade due to academic dishonesty is a distinct case and subject to automatic dismissal from the program.

2. If a student's GPA falls below the required 3.0, she/he will have 12 additional credit hours of coursework to raise it to 3.0. The student must thereafter maintain a 3.0 GPA or be subject to automatic dismissal.
3. If a student receives a grade entry of Incomplete in any one semester, the advisor and Program Director will monitor the timely completion of the course. If the same student receives grades of Incomplete in subsequent semesters, the Program Director will place the student on academic probation and advise the student that she/he cannot progress in the program until all Incompletes are satisfied.
4. There is no probationary period or condition for a student who earns a failing grade in any practicum. If a student feels in jeopardy of not passing a practicum, she/he should seek guidance from her/his field liaison and advisor to remedy the situation.

### **Conduct that Violates Academic, Professional and Ethical Standards**

The following list provides examples of academic and professional conduct that may subject a student to a performance review, probation, or dismissal:

1. Conduct that is not congruent with the values and ethics of the social work profession (e.g., NASW, NABSW, CSWE) and the academic code of conduct for students at Indiana University. This includes behavior in the student's field work and the classroom that is not appropriate or professional.
2. Behavior that interferes with the student's functioning and/or jeopardizes the welfare of those to whom the student has responsibility, such as clients and co-workers.
3. Failure to communicate effectively, both verbally and in written form, including interviewing skills and interpersonal skills which permit comfortable interaction with other people.
4. Failure to adhere to the School's field policies or practicum agency's policies and professional standards.
5. Failure to use sound judgment, both in work with clients and in regard to oneself, such as failure to seek professional help for physical or emotional problems which interfere with professional functioning.
6. Academic dishonesty, including cheating on examinations or plagiarism, which involves presenting the work of someone else as one's own. Plagiarism typically results in a failing grade that makes the student subject to automatic dismissal on academic grounds as well.
7. A request by a faculty member for a review due to student's poor course work performance or classroom behavior.

### **Procedures for Review of Academic and Professional Performance and Dismissal**

The MSW Program has established mechanisms to respond to requests for students' performance reviews. A request for a student performance review can be initiated at any time by a faculty member, advisor, field coordinator, field instructor or liaison, the student her/himself, or the Program Director. The request is made to the Program Director on the student's campus – IUPUI (including IPFW and IUS, pending approval), IUE, IUSB, or IUN. The performance review is conceptualized as a mechanism to address as early as possible any developing problems with a student's academic and/or professional performance.

Upon receiving the request, the Program Director will form a committee comprised of the individual/s making the request, the student and the student's advisor, at a minimum, and an additional faculty member if appropriate. The Program Director may decide to chair the committee. If deemed appropriate by the Program Director, the student may invite up to 2 guests to attend, but only those with direct information about the issue may speak. The committee determines what, if any, course of action could bring the student's performance into compliance with School and professional standards. In situations

where such action is feasible and desirable, a contract will be created. The contract will set forth problems to be solved, actions to be taken to solve said problems, and a time period for completion of designated actions and re-evaluation of student performance. Consequences for non-performance also will be included in the contract. The advisor will then work with the student 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 Program Director may decide that the student cannot continue in the MSW program. Discontinuance can occur during any semester of enrollment in the MSW Program, including the last semester of enrollment. The Program Director will send an email and a letter by certified mail to the student indicating that she/he has been discontinued from the program for non-compliance with the contract and explain the due process procedures. Copies of the letter will be forwarded to the student's advisor and student file. Such notice will occur in sufficient time for the student to withdraw from classes in the subsequent semester.

In the case of academic probation, the Program Director is not required to convene a performance review committee for each student, but may review the progress of all probationary students with their advisors to decide if conditions are met. The Program Director will then inform students in writing of release from probation or dismissal.

The student must immediately meet with her/his advisor should she/he wish to discuss options for reinstatement (see Reinstatement Procedures below).

### **Reinstatement Procedures**

Within 15 working days following receipt of a letter of dismissal, the student who wishes reinstatement must petition to the Program Director. The petition should be presented in writing and should address two major points. First, the student should identify extenuating factors, if any, which contributed to the reasons for dismissal. Second, the student should discuss the steps which she/he would take to alleviate the impact of those factors and to improve performance if permitted to continue in the program.

Upon receiving the student's petition, the Program Director will review the case, including consultation with appropriate faculty such as the student's advisor, and make a decision about whether the process for reinstatement will go forward. The Program Director controls the process and outcomes for all petitions for reinstatement. She/he may decide to readmit or utilize a performance review committee to assist in the decision if one had not been previously formed to address the student issue. If the Program Director accepts the petition, she/he will advise the student and advisor of the decision via email and certified mail. The letter will include a statement that the student must comply with all academic and professional requirements as a condition of reinstatement and that no further opportunities for reinstatement will be considered. If the Program Director denies the petition, she/he will also advise the student of her/his right to petition for reconsideration by the Dean's Office.

### **Appeal Procedures at the Dean's Office Level**

Within 15 days of receiving a Program Director's decision to deny a petition for reinstatement, the student may send an appeal to the Dean's Office. The appeal is reviewed by the Dean or Associate Dean (as his designee). This Office is the final option for appeal within the Indiana University School of Social Work.

In conducting a review of the case, the Dean or Associate Dean (as the designee) may decide to convene an Appeal Committee if more information is needed. This step is entirely at the discretion of the Dean or Associate Dean. The Appeal Committee will consist of at least three full-time faculty members who are not primary actors in the reason for the student's dismissal.

If an Appeal Committee is convened, the Chair of the Committee will inform all parties involved. The student will receive at least two weeks' notice by email and certified mail of its meeting date. The student will have the right to:

1. Present information on her/his behalf;
2. Have up to two additional guests present. The student should inform the Chair of the Committee in advance regarding the names of guests and the nature of information they bring. 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 student's 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 her/him 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 classroom and field 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 in 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 file. The action by the Dean or Associate Dean (as his designee) is final.

### **Grade Appeal Policies and Procedures**

If a student believes that a course grade was improper and capricious, she/he must use the following steps to seek resolution of the matter:

1. The student must meet with the instructor of the course in an attempt to resolve the matter.
2. If the matter is not resolved between the faculty member and the student, the student should discuss the issue with the Program Director on her/his campus. The Program Director will then consult the instructor to attempt a resolution. The Program Director may wish to meet with the student and faculty member separately or jointly. The Program Director will provide the student and the instructor of the outcome of this discussion in writing. If the Program Director is the instructor of the course in question, the student should proceed to discuss the grade issue with another Program Director, or with the Associate Dean.
3. If such a consultation does not result in a mutually agreeable solution, the student may submit a formal appeal to the Office of the Dean. The Associate Dean typically handles all student issues on behalf of the Office of the Dean. However, if the Associate Dean has already been involved in the grade issue because the instructor is a Program Director, the appeal will be handled by the Dean.
4. The decision made at the level of the Office of the Dean is the final step in the grade appeal process.

**Confidentiality**

In accordance with applicable requirements, all procedures must be carried out in a manner that assures protection of the student's right to privacy regarding information about her/his academic records, performance, or any of her/his personal affairs. 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 that is presented to either the Performance Review or the Appeal Committee.

Members of the committees are expected to maintain confidentiality with regard to all aspects of the process. Actions of the committee, the Director and the Dean are to remain confidential and are to be shared only with those persons involved with the student in an educational capacity.

## STUDENT RIGHTS AND RESPONSIBILITIES

Graduate students are viewed as competent adults who have a right to participate in decision-making activities about the educational program and School in which they have enrolled. Students regularly contribute to the continued development and growth of our programs. Indeed, the School values student input in several critical areas: faculty evaluation, School committee work, faculty hiring, and student field placements.

**Course and Faculty Evaluation**

Faculty of Indiana University School of Social Work subscribe to the principle that a course syllabus constitutes a contract with the students and that constructive feedback represents an essential process for healthy social systems. The course syllabi will contain learning activities, experiences, assignments and evaluation procedures that relate logically to the course objectives. Therefore, instructors regularly seek evaluative feedback from students concerning classroom or field instructional learning activities. Several times each semester, faculty will ask such questions as "What is going well in this course?" and "What could we do differently to improve the quality of the course and its instruction?" In addition, toward the end of the semester, more formal course/instructor evaluations are distributed to all students. When completed, these evaluations are forwarded to the School's administration for aggregation, review, and analysis before being forwarded to each instructor. These formal course/instructor evaluations are used for numerous purposes, including promotion and tenure decisions, merit raises, and various faculty development activities.

Additionally,

- Students have the opportunity to meet both informally and formally with any candidates being considered for faculty positions.
- Students have the right to provide feedback about school policies and procedures as well as the behavior of faculty and staff members. (In providing either positive or critical feedback, students are expected to follow professional social work norms, values and ethics).
- If a student believes that she or 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 Dean of the School of Social Work. Grievance petitions are reserved for those issues or incidences that warrant formal investigations and full exploration, and such petitions should be submitted in a professional manner, consistent with social work norms, values and ethics.

- Student complaints regarding discrimination, sexual harassment, racial harassment, and harassment on the basis of sexual orientation have established complaint procedures available in the Indiana University code of student ethics.

### **Code of Student Rights, Responsibilities, and Conduct Handbook**

This document explains procedures and regulations for which each student is held responsible while enrolled in Indiana University programs as well as her/his rights. The Handbook is available on the web at <http://www.iu.edu/~code/code/responsibilities/index.shtml>.

### **Criminal Offense Disclosure and Sexual Offenders Policy**

As part of the application process, students provide a disclosure statement regarding past criminal offenses. Master of Social Work graduates are eligible to apply for legal licensure by the State of Indiana. While such disclosure does not pre-empt an admissions decision, admitted students must realize that a criminal history may affect their eligibility for licensure.

It is the policy of the School of Social Work that no student or applicant who has been convicted of sex offenses against children shall be eligible for admission or matriculation into the BSW, MSW or PhD programs. Any student who is already in an IUSSW program and whose name appears on the Registry during the time of matriculation, or has been convicted of an offense for which the student can be listed on the Registry, shall be ineligible for continuation or completion of the MSW degree. Any faculty member, student, field instructor, or other person within the school who becomes aware of such a situation should bring it to the attention of the respective program director for appropriate action. This policy and the right of appeal are discussed further in the section on Students' Rights and Responsibilities.

**(The Procedure to implement this policy is under review at the school and university level)**

## **STUDENT ORGANIZATIONS**

Students are encouraged to be involved with both School sponsored organizations and professional associations. Some of the organizations are listed below. Students matriculating on campuses other than IUPUI can obtain a list of campus specific opportunities from their respective programs.

### **MSW Student Association (MSWSA)**

Master of Social Work students have organized a Student Association on the Indianapolis Campus and membership is open to students on all campuses. The School recognizes the student organization as an integral component of professional education. Although the organization is autonomous, the MSW Program Director and the MSW Student Services Coordinator serve as advisors and facilitators for the organization in order to encourage group identification and student participation in the formal decision-making process of the School.

MSW students elected by their peers participate as full voting members in School standing committees. Through these memberships, students contribute to the formulation and modification of policy affecting academic and student affairs, and participate in the ongoing evaluation of the MSW program.

Students on other campuses are encouraged to participate or form a branch of their own.

### **Phi Alpha (ΦA) National Social Work Honor Society**

The purpose of Phi Alpha National Social Work Honor Society is to provide a closer bond among students of social work and promote humanitarian goals and ideals. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work. Information on selection processes is available from the Program Director on the student's campus.

### **Alumni Affairs**

An active IUSSW Alumni Association affords graduates the opportunity for continued participation in the improvement of the MSW Program and the achievement of the School's progressive goals. An executive committee and officers are selected biennially. The Associate Director for social work is Karen Deery-Jones (317-274-8959). The School invites alumni to become involved through IUPUI's Alumni Office or by starting a group on the campus from which they graduated.

## **EMPLOYMENT OPPORTUNITIES**

To help students prepare for their job search, the following opportunities are available:

### **Job Fair**

In April of each year, the BSW and MSW programs at IUPUI invite employers from all over the state to attend our annual Social Work Job Fair. Students from all campuses are invited. At the fair, students will have the opportunity to meet with employers who hire social workers. Many of them have job openings for which they are actively hiring. Students should dress professionally and bring plenty of copies of their résumé. Many former students have reported that they were able to secure employment through connections they made at the Job Fair.

### **Job Postings**

Administrators, faculty, field coordinators, and advisors regularly receive notification of job openings in the field of Social Work. These are posted via the MSW student listserv for IUPUI students. Students are encouraged to check these postings regularly. Individual campuses communicate directly with their enrolled students on job opportunities in their respective geographic areas.

### **Social Work Licensure**

The State of Indiana now requires all practicing social workers to be licensed. In order to fully adhere to the intent of the law, each student should:

- Obtain a copy of the Social Work Licensure Law (HB 1961).
- Be aware that a person convicted of a criminal offense may never be eligible for licensure.
- Apply to take the required written examination.
- Social Work licensure is regulated by the Indiana Professional Licensing Agency (IPLA). Procedures on how and when to apply for a license and other information are available by contacting the IPLA at (317) 232-2960 or <http://www.in.gov/pla/>.

## PROFESSIONAL MEMBERSHIP OPPORTUNITIES

### National Association of Social Workers (NASW)

NASW has over 150,000 members worldwide. As members, students receive all of the benefits and privileges of a regular member at a reduced cost. Members receive the Social Work Journal, the monthly newsletter, the State Chapter newsletter, group rate health and disability insurance coverage, discounts on all NASW specialty journals, and other valuable information. Joining NASW as a student offers the new graduate transitional dues for 2 years after graduation if the student membership remains current.

The purpose of the organization is to:

- *Strengthen and unify the profession*
- *Promote the development of social work practice*
- *Advance sound social policies*

The contact information for NASW National Headquarters is: National Association of Social Workers, 750 First Street, N.E., Suite 700, Washington, DC 20002-4241. Telephone number: 800-638-8799. Website: [www.naswdc.org](http://www.naswdc.org).

The contact information for the Indiana Chapter of NASW is: Indiana Chapter of the National Association of Social Workers, 1100 West 42<sup>nd</sup> Street, Suite 226 Indianapolis, Indiana 46208, Telephone number 317- 923-9878, Website: [www.naswin.org](http://www.naswin.org).

### National Association of Black Social Workers (NABSW)

NABSW was established in May of 1998 in San Francisco, California, to promote the welfare, survival, and liberation of the Black community. Membership is open to any African-American social work student and African-American employed in a social work capacity. Others not employed but working in a voluntary capacity in a social work setting or program that accepts and adheres to the Constitution and By-Laws of the Association are also welcome.

The purpose of the organization is:

- To provide a structure and forum through which Black social workers, any workers in related fields of social service, and interested citizens may exchange ideas, offer their services, and develop or refine skills in the interest of the Black community and the community-at-large.
- To work in cooperation with, or to support, develop, or sponsor community welfare projects and programs that will serve the interest of the Black community and the community-at-large
- To strengthen human services in all service systems in all aspects pertaining to the Black community, and to ensure that services are available to Black individuals, families, groups, and the community.
- Support services for graduate social work students.

For information regarding the Indianapolis Chapter of the NABSW, contact: *National Association of Black Social Workers, Central Indiana Chapter, Inc., P.O. Box 20149, Indianapolis, Indiana 46220-0149, Voice mail: 317-767-5502.*

### Hispanic/Latino Social Workers/Human Service Providers Network

The Hispanic/Latino Social Workers/Human Service Providers Network was established in 1995 under the auspices of the Indiana University School of Social Work in Indianapolis. Membership is open to any Hispanic/Latino student and those employed in a social work capacity working with Hispanic/Latino groups. This is an evolving group whose policies are developed as it provides support to its members. For further information, please contact Dr. Irene Queiro-Tajalli at [itka100@iupui.edu](mailto:itka100@iupui.edu), or (317) 274-6725.

### **National Rural Social Work Caucus**

The National Rural Social Work Caucus is a network of social work educators and practitioners who advocate for effective services and policies inclusive of rural areas. The Caucus convenes an annual Institute for Social Work and Human Services in Rural Areas in July of each year at various locations around the nation. For more information, contact Dr. Virginia Majewski at [vmajewsk@iupui.edu](mailto:vmajewsk@iupui.edu) or visit [www.ruralsocialwork.org](http://www.ruralsocialwork.org).

## **IUPUI SERVICES**

### **Adaptive Education and Disabilities Services**

Each campus of the Indiana University system has its own office which coordinates support services for students with disabilities. Within this group are students who are hearing impaired or deaf, visually impaired or blind, learning disabled, orthopedically disabled, medically disabled, temporarily disabled or disabled veterans. Medical disabilities include chronic illnesses, traumatic injuries, emotional disorders and rehabilitation from chemical or substance abuse. Efforts and services are directed toward enabling students to achieve their academic goals by augmenting their existing strengths and abilities.

Adaptive Education and Disabilities Services will not provide direct services until the student has documented need. A "documented" student is one who has filed with the office the appropriate forms and supporting information such as test results, evaluations by medical doctors, psychiatrists, psychologists, high school teachers, principals and/or counselors or appropriate service agencies. The primary method by which the office identifies students with disabilities is self-identification soon after admission. Students who discover disabilities while in college may document their disabilities even up to their final semester at Indiana University. For detailed information about the services provided on your campus, see your respective MSW Handbook Campus Supplement.

Indiana University School of Social Work strives to maintain a supportive, constructive relationship with Adaptive Education and Disabilities Services offices to ensure that otherwise qualified students with disabilities can achieve their professional education goals. For more information, visit <http://aes.iupui.edu/>.

### **International Student Affairs**

The Office of International Affairs on the IUPUI campus is located in the Education/Social Work Building, Room 2126, (317) 274-7000. This office provides the following services to IUPUI students:

- Admission processing for all foreign applicants and permanent resident applicants with fewer than two years of study in a U.S. high school
- Student ID cards for international travel
- Nonimmigrant documentation for foreign students
- Advising on opportunities and scholarships for study and internship programs
- Advising on nonimmigrant regulations, employment authorization, university procedures, housing, and adjustment to life in Indiana
- Orientation activities and programs
- Additional information is available at <http://www.iupui.edu/~oia>.

Students on other campuses may reference the above information. IU South Bend students may reference <http://www.iusb.edu/~oiss/>.

## Equal Opportunity

Indiana University and the Indiana University School of Social Work are equal opportunity, affirmative action educators, employers and contractors.

## Sexual Harassment

Sexual harassment is unlawful. It is prohibited in the University community by Title VII of the 1964 Civil Rights Act, Executive Order 11246, Title IX of the Education Amendments of 1972, and Indiana Civil Rights Law. Moreover, *Guidelines on Sexual Harassment*, published by the U.S. Equal Employment Opportunity Commission in 1980, and case law developing in the courts, continues to define and refine what constitutes sexual harassment; responsibilities attached to perpetrators, employers, and supervisors; and remedies that are available to victims. The IUPUI *Policy Against Sexual Harassment* follows. Students on all other campuses must contact their local campus for policy, provisions, and procedures.

IUPUI is subject to and governed by the Indiana University Policy Against Sexual Harassment, adopted by the Indiana University Board of Trustees on June 15, 1998. Indiana University-Purdue University Indianapolis (IUPUI) does not tolerate sexual harassment of students or employees of the University and responds to every complaint, providing proper remediation when harassment is determined to have occurred.

This policy is designed to protect all members of the University community. It applies to relationships among peers, superior/subordinate relationships, as well as all individuals, regardless of their gender or sexual orientation.

### Definition

Unwelcome sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, constitute sexual harassment when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic advancement;
2. Submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting such individual; or
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or learning environment.

### Provisions

Faculty, staff and students have the right to raise issues of sexual harassment. Harassment or retaliation against complainants or others who participate in an investigation of a complaint will not be tolerated. Appropriate and prompt disciplinary or remedial action will be taken against persons found to be engaging in such harassment.

Sexual harassment can be a grievous action having serious and far-reaching effects on the careers and lives of individuals. False accusations can have a similar impact. Thus, a charge of sexual harassment will not be taken lightly by a complainant, a respondent, or any other member of the University community.

### Complaint Procedures

Faculty, staff or students who believe they have been sexually harassed, or who believe they have observed sexual harassment, should notify their supervisor, an academic or student service dean or official and/or Kim D. Kirkland, Director of the Office of Equal Opportunity within a reasonable time. Both formal and informal procedures, including mediation, shall be utilized to resolve complaints and other incidents of sexual

harassment. Complaints received by administrators or supervisors should be forwarded to the Office of Equal Opportunity for investigation and resolution. The Office of Equal Opportunity at IUPUI is located in the Union Building, Suite 117, 620 Union Drive, Indianapolis, IN 46202. Voice: (317) 274-2306 or TOD: (317) 278-2200.