We are Ivy Tech, Indiana's Community College. We serve the people of our state through accessible and affordable world-class education and adaptive learning. We empower our students to achieve their career and transfer aspirations. We embrace our vision of economic transformation inspired by the education and earnings attainment of our citizens, the vitality of our workforce, and the prosperity of our unique and diverse communities.

Human Services
Program Guidelines

Welcome to the Human Services Program!

We are very pleased you have decided to pursue a career in human services and have taken the first step by enrolling in the Human Services program at Ivy Tech Community College! This is a field that can be very fulfilling, yet challenging—and never predictable. Our program is rigorous and demanding, but also rewarding, empowering and fun. Our graduates will be prepared to enter the field as entry-level human service professionals or further their education at a four-year college or university.

This Human Services Program Handbook should answer many questions you will have about the program, and the field of human services. You will also learn about the procedures and the resources that will help you achieve your academic goals.

For the entire faculty of the Human Services program at Ivy Tech Community College, we welcome you to the program, and invite you to contact us if you have any questions.

CAMPUS	CONTACT	PHONE	EMAIL
Bloomington	Chelsea Rood-Emmick	812.330.6218	crood1@ivytech.edu
Columbus	William Bart McQuitty	317-916-6313	wmcquitty@ivytech.edu
Evansville	Renee Rockers	812-429.9885	rrockers1@ivytech.edu
Fort Wayne	Ruth Davis	260.480.4113	rdavis107@ivytech.edu
Indianapolis	Deborah Whitley	317.921.4783	dwhitney@ivytech.edu
Kokomo	Mary Applegate	800.459.0561	Mapplegate14@ivytech.edu
Lafayette	Yvonne Smith	765-269.5520	ysmith26@ivytech.edu
Lake County	Dan Mallon	219.392.3600	dmallon1@ivytech.edu
Lawrenceburg	Kathy Watkins	812.265.2580	kwatkins@ivytech.edu
Muncie	Melanie Wright	765-289-2291	Mwright12@ivytech.edu
Richmond	Jeff Shafer	765.966.2656	jshafer40@ivytech.edu
Sellersburg	Robin Harrington	812.246.3301	rharrington12@ivytech.edu
South Bend	Gale Vaughn	574.289.7001	gvaughn@ivytech.edu
Terre Haute	Angela Hayes	812.298.2561	ahayes58@ivytech.edu
Valparaiso	Donald Spears	219.464.8514	dspears18@ivytech.edu

Table of Contents

Why Human Services?

A human services degree prepares you to work with people in the areas of mental illness, physical and mental disability, poverty and homelessness, AIDS, child abuse, domestic violence, and others. The program emphasizes the personal attitudes, technical knowledge, and practical skills necessary to obtain entry-level employment in a wide variety of social service settings.

- An estimated 26.2 percent of Americans suffer from a diagnosable mental disorder—that's 55.7 million people!
  Source: National Institute of Mental Health.

- The number of Americans aged 62 and over is projected to grow from 9.6 million in the year 2000 to 12.2 million in 2015, and 16 million in 2030.
  Source: US Census Bureau—census.gov

- In 2008, 20.7 percent of children under the age of 18 lived in poverty.
  Source: US Census Bureau—census.gov

- In America, excessive alcohol consumption is responsible for 100,000 deaths, and illicit drug use for 16,000 deaths, each year.
  Source: Johns Hopkins University—innovatorsaward.org/facts

The Human Services Program does not require a criminal background check and/or a toxicology screen, however, most internship sites do. Your agency may require you to pay for these tests. Results of the background check and/or the toxicology screen could negatively impact your ability to acquire an internship site. In situations where a student's criminal history prevents him or her from being placed at their preferred agency, the faculty advisor and program chair will assist you in obtaining a placement with another agency. However, in some regions there may be limited internship sites available and placement, depending on the nature of one's criminal history, may not be possible. If that is the case, then you may not be able to complete the program or be able to obtain the degree or credential that you seek. Certainly, not all students with a criminal history will be unable to find placements and work in

our field, but reviewing your background with your program chair or faculty advisor will help determine your options.

Human Services Program Philosophy

The primary function of the Human Services Program at Ivy Tech Community College is to prepare students for employment in direct care positions in human services agencies, or to transfer to a 4-year college or university to continue their education. The program of study emphasizes the knowledge, skills, and attitudes necessary to enhance the effectiveness of workers in the human services field. These are identified as follows:

Knowledge

1. Historical development of human services
2. Context and dimensions of human service work
3. Structure and function of local social service agencies
4. Human behavior and factors affecting adjustment
5. Intervention strategies for individuals and groups
6. Characteristics of human service client populations
7. An understanding of the NOHS Code of Ethics

Skills

1. Recognizing and addressing human needs
2. Basic interviewing and information gathering
3. Organizing and facilitating groups
4. Utilizing community resources
5. Problem-solving and goal-setting
6. Respecting confidentiality and its limitations
7. Application of theory and ethics

Attitudes

1. Belief in the dignity and worth of individuals
2. Respect for the value systems of others
3. Appreciation of different cultures and lifestyles
4. Professional responsibility
5. Personal development

Available Credentials

The Human Services program at Ivy Tech Community College offers several credentials, including Associate of Science (AS) and Associate of Applied Science (AAS) degrees, as well as Certificates and Technical Certificates (TC). Availability of credentials varies by region and campus, so please consult your academic advisor about what is available in your area. Each option has characteristics that makes it appealing to different students. Details that will assist you in selecting the proper credential will be discussed next. Your academic advisor can help you make this decision.

Associate of Science (AS) degree: The AS degree is a credential that takes a full-time student two years to complete once any possible developmental education courses are satisfactorily completed. This degree has a combination of Human Services (HUMS) courses, as well as general education courses. The Associate of Science degree is the ideal choice for students who may wish to continue their education at a four-year college or university upon graduation.   Ivy Tech Community College has transfer agreements with many four-year colleges and universities throughout Indiana that allow our graduates with the AS degree to continue their education, starting with junior-year status at their transfer institution. In addition to standard coursework, students will be required to complete two internships before finishing their degree. Internships will be discussed briefly below, and an internship handbook is available from your HUMS academic advisor. Your human services faculty will also complete an internship orientation prior to your beginning the internship in order to answer your questions, make expectations clear, complete paperwork, and explain the enrollment and internship agency placement process.

Associate of Applied Science (AAS) degree: The AAS degree has less emphasis on general education than does the AS degree, instead substituting additional HUMS courses. AAS degrees can be in general practice, or can provide you the opportunity to specialize your education. For instance, an AAS degree

can be earned in Substance Abuse Treatment. Your region of Ivy Tech Community may offer additional

AAS concentrations. The AAS degree is a good choice for students who plan to directly enter the

workforce and do not necessarily plan to continue their education at the bachelor degree level.

Students earning the AAS degree may later continue at a four-year college / university, but they will

have more general education courses to take at that time, as they were not included as part of their

Associate degree. In addition to standard coursework, students will be required to complete two

internships before finishing their degree. Internships will be discussed briefly below, and an internship

handbook is available from your HUMS academic advisor. Your human services faculty will also complete

an internship orientation prior to your beginning the internship in order to answer your questions, make

expectations clear, complete paperwork, and explain the enrollment and internship agency placement

process.

Certificate: Certificates can be earned in specific concentrations by completing as few as five courses.

The several regions of Ivy Tech Community currently offer a certificate in Substance Abuse Treatment.

When the certificate is completed, students qualify to take an exam to receive the Addiction

Professional-In-Training (APIT) credential from NAADAC—The Association for Addiction Professionals.

These certificates are ideal for the working professional who wishes to expand his or her skills and

marketability. LAC licensure through the State of Indiana will require a bachelor's degree, and LCAC

licensure will require a master's degree.

Technical Certificate (TC): Technical Certificates are a one-year (if taken fulltime) program that

combines general education and concentrated HUMS courses. Technical Certificates can be earned as a

stand-alone credential, or they can be earned in addition to an Associate degree. The Technical

Certificate does not require completion of any internships.

Human Services
Program Outcomes

Program Outcomes	Courses in which mastery is achieved *Not all courses are required; consult your curriculum sheet or meet with your academic advisor for details*	Assessment Methods
Demonstrate critical and creative thinking.	MATH 123, ENGL 111, PSYC 101, HUMS 103, SOCI 111, HUMS 206	Research papers, interviewing skills, course exams, group collaboration
Recognize and understand cultural and individual differences, in terms of both contemporary and historical perspectives.	HUMS 101, HUMS 109, HUMS 110, SOCI 111, POLS 101	Course exams, research papers, interviews, writing assignments, oral presentations, job shadow evaluation
Recognize and understand social, political, civic, and environmental responsibilities relative to our society.	POLS 101, HUMS 101, HUMS 201, HUMS 202, HUMS 207, SOCI 111	Journal, agency evaluation, course exams, portfolio, writing assignments, research paper
Apply basic scientific concepts in a variety of settings.	MATH 123, HUMS 103, HUMS 113, CINS 101, BIOL 10X or SCIN 1XX	Course exams, science labs, computer literacy exam, psycho/social interview
Communicate effectively in written, oral and symbolic forms.	ENGL 111, COMM 101/102, CINS 101,MATH 123, all HUMS courses	Research papers, writing assignments, speeches, oral presentation, course exams, computer literacy exams
Exhibit quantitative literacy.	MATH 123, PSYC 101, SCIN 1XX or BIOL 10X, HUMS 103, HUMS 113, HUMS 201, HUMS 202	Journal, agency evaluation, course exams, portfolio, writing assignments, research papers, science labs
Apply ethical reasoning.	HUMS 102, HUMS 109, HUMS 201, HUMS 202, HUMS 205, HUMS 206, HUMS 220	Journal, agency evaluation, course exams, portfolio, writing assignments, research paper
Demonstrate the acquisition and use of information.	CINS 101, COMM 101, ENGL 111, HUMS 201, HUMS 202 Distance Education Courses, PSYC 201, HUMS 102, HUMS 109, HUMS 220	Discussion boards, email assignments, journal, agency evaluation, course exams, portfolio, writing assignments, research paper
Express a working knowledge of the historical development of human services and the profession	HUMS 101, HUMS 102, HUMS 110	Course exams, written assignments, experiential activity
Apply knowledge and identify variations of human systems - individual, group, family, organization, community and society and their interactions	HUMS 101, HUMS 102, HUMS 206	Written tests, volunteer experience, group video, collages, written assignments
Assess and evaluate psychosocial conditions affecting current individual/participant functioning	HUMS 103, HUMS 104, HUMS 107, HUMS 108, HUMS 210, PSYC 201, PSYC 205	Critique of student produced audio and video, written tests, written assignments, research papers, role playing

Formulate behavior modifications to support optimal human functioning.	HUMS 102, HUMS 103, HUMS 104, HUMS 205, HUMS 207	Critiques, written tests, written assignments, role playing, videos, treatment plan
Integrate strategies, services and/or interventions to assist in the evaluation of outcomes	HUMS 102, HUMS 103, HUMS 104, HUMS 201, HUMS 202, HUMS 205, HUMS 206	Written tests and assignments, journals, experiential activity, videotapes, evaluations from internships
Demonstrate information management skills including observations, communication, assessment, evaluation and documentation	HUMS 102, HUMS 103, HUMS 201, HUMS 202, HUMS 205	Evaluations from internships, journals, written assignments, written tests
Identify and demonstrate a wide range of intervention techniques and roles that are appropriate to their level of training	HUMS 102, HUMS 103, HUMS 104, HUMS 201, HUMS 202, HUMS 208, HUMS 220.	Written assignments, written tests, research papers, internship evaluations
Integrate effective advocacy strategies	HUMS 201, HUMS 202, HUMS 207	Journals, internship evaluations
Demonstrates understanding of prevention, intervention and resolution skills	HUMS 102, HUMS 103, HUMS 104, HUMS 201, HUMS 202, HUMS 205, HUMS 206	Videotape, written tests and assignments, research paper
Demonstrate and apply a wide range of interpersonal skills	HUMS 102, HUMS 103, HUMS 104, HUMS 110, HUMS 201, HUMS 202, HUMS 220	Journals, internship evaluations, in-class exercises and discussions
Describe the mission and practices of the support organization (agency)	HUMS 201, HUMS 202	Agency report, internship evaluations, journals, written tests and assignments, group presentation
Express an awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitations	HUMS 102, HUMS 103, HUMS 109	Written tests, collage summary, Critique of student produced audio and video
Identify and utilize community resources	HUMS 101, HUMS 104, HUMS 201, HUMS 202	Written tests and assignments, journals, internship evaluations, experiential activity
Technical Outcomes Instrument	HUMS 279	HS-BCP Exam

Academic Advisement

It is well documented that students who receive guidance and support from their faculty are more likely to meet their educational goals, and your HUMS academic advisors are here to help you. Your academic advisor can answer questions such as:

- Is Human Services the right major for me?
- What do Human Service professionals do, and where do they work?
- How much money can I expect to earn in this field?
- What is a reasonable academic goal for me? (AS or AAS degree vs. a TC or a certificate)
- Should I attend college full-time or part-time?
- What classes should I take in which semesters?
- What is an internship? What will I be doing? How do I get started?

You can always see your HUMS advisor with questions about the program itself, but until you have completed 15 hours of 1xx-level coursework, you will register for classes with the assistance of a Student Affairs Academic Advisor. It is important that you maintain regular contact with your Human Services advisor once you begin progress toward your degree. Your advisor will also teach several of your HUMS courses, so you will get to know him or her well before you graduate.

You will register for courses each semester using Campus Connect, the College's online administrative resource, but you should consult with your advisor each semester to ensure that you are taking courses in the most logical sequence. Managing prerequisites can be complicated, and your HUMS advisor can help!

Feedback and Follow-up

Your Human Services faculty will periodically forward surveys to you, either in class or via email. These surveys will ask questions about your experience while you are in the human services program, as well as track your satisfaction and success after graduation. When you near graduation you will be asked to provide a permanent email address so we can send follow-up surveys to you after two years. Please complete the surveys when you receive them and share honest feedback regarding your feelings about the program and how it made a difference in your personal and professional lives. These surveys will provide valuable information that will allow us to continually improve the program, and which will be

used by our accrediting body, the Counsel for Standards in Human Services Education, in evaluating the quality of our program.

Core Courses and Culminating Projects

COURSE	CULMINATING PROJECT
HUMS 101: Introduction to Human Services	Volunteer project and paper
HUMS 102: Helping Relationship Techniques	Autobiography and ethics assignments
HUMS 103: Interviewing & Assessment	Biopsychosocial assessment
HUMS 201 & 202: Internship I & II	Case narrative and treatment plan
HUMS 206: Group Process and Skills	Group observation and analysis paper
HUMS 279: Capstone Course	Technical Outcomes Assessment Examination

Internships

A real strength of the Associate degree in Human Services at Ivy Tech Community College is the opportunity to complete two 160-hour internships. The internships allow you to apply what you have learned in class at a social service agency in your community. Once your internship agency placement is complete, you will work under the direction of agency staff, as well as College faculty, assisting real clients.

Human Services faculty advisors will discuss internships with students once they have completed the final required prerequisites. If students are agreeable to the requirements and the time commitment of an internship then they are registered for their respective internship class. Students are will be given information about agencies that have partnered with Ivy Tech in the past and they are encouraged to make contact and set up interviews at these agencies. If students do not find an opening at an agency on the list they are given, they are encouraged to make contact with social service agencies

which would be of interest to them. Students will discuss the agencies they intend to contact with the internship supervising professor prior to making contact.

The professor supervising internships will send an email to all students registered for Internship I or II that will have a list of guidelines for internships and a blank copy of the Affiliation Agreement attached. Students are told to provide these documents to any agency where they interview, even if the agencies previously served as an internship service site. Students are responsible for facilitating communication between the supervising internship professor and the potential internship service site.

The supervising internship professor will answer any questions that agencies have about the internship guidelines or the affiliation agreement. Once an agency agrees to take a student as an intern the supervising internship professor will facilitate completion of the Affiliation Agreement. See your Human Services academic advisor to receive a copy of the Internship Handbook.

Professionalism and Behavioral Expectations

A crucial component of being an effective human service professional is projecting a strong sense of professionalism. Being "professional" is important because your future clients will need to develop trust and confidence in you before you can help them do the work necessary to make significant changes in their lives. Your clients will very quickly decide whether or not you are worthy of learning about highly personal and sometimes embarrassing details of their lives. They will make this vital decision based upon how you present yourself in dress, manner and speech.

While on campus for class, or at Human Service Program functions, you will be expected to appear and behave in a professional manner. You will learn more about professionalism in your courses, but briefly, you should dress modestly and be conscious to speak and behave respectfully toward others. You will also be expected to arrive to class on time and stay for the entire period, unless

there are significant extenuating circumstances. You should treat your coursework and internships as you would a job. Behavior that would not be acceptable on the job is not acceptable in the Human Services Program.

The development of appropriate professional boundaries is another crucial skill for human service professionals, and will be observed while you are a student in the program. It is tempting—and dangerous—in "the field" to get too close with your clients. Further, clients may feel humiliated by their circumstances and the details they will be asked to reveal during the course of assessment and treatment. One way to reinforce boundaries and communicate respect is to address clients formally, using their title and last name. In order to develop this habit, while communicating with faculty, you should refer to them as Mr. / Ms. / Dr. / Professor, followed by their last name.

In support of the high standards that will be expected of you, faculty will model appropriate professional behavior, dress and attitudes.   You will be treated with respect at all times, and can look to your professors as examples of the appropriate way for human service professionals to carry themselves and relate to others.

EXPECTATIONS OF STUDENT BEHAVIOR:

Although you may consider yourself to be in a learning mode, client lives are at stake. Their safety and security is a top priority. Additionally, the quality and reputation of the entire program rests upon the performance of our students. *Realize that if these guidelines are not followed, continued participation in the program may be jeopardized*. Our ultimate goal is to help you succeed. Faculty members are here to assist you, and they count on you to take these responsibilities seriously. If you have questions related to any of this information, please discuss them with your Human Services Program Chair.

As a student, you are held accountable for the rights and responsibilities as established by the College, as well as practices of safe, professional and ethical conduct as outlined in this document. The faculty integrates these guidelines into the Human Services curriculum with the intention of modeling the standards of professional performance and the expected roles and behaviors of graduate practice. Record of incidences will be maintained by the Human Services Program Chair and will have a collective effect until the point of graduation.

The Faculty has divided expectations of professional conduct into two groups, which are outlined on the following pages. All are critical. Follow-up actions for non-compliance reflect courses of action that would be similar for a Human Services professional in a work setting. These actions are listed at the end of the lists of behavioral expectations. *Students may be removed immediately from the internship experience pending further investigation of an alleged violation of these guidelines*.

BEHAVIORAL EXPECTATIONS OF ALL HUMAN SERVICES STUDENTS:

The following expectations relate to student behavior in the classroom, campus, and the larger community.

Human services faculty are responsible for teaching you the academic, practical, and *social skills* that will make you successful in this profession. Student behavior in the classroom will be monitored by faculty members. Faculty will model appropriate, professional behavior, and will provide students with feedback on their behaviors, with the goal of helping students to develop the necessary professionalism and communication skills to be an effective human service professional. Following is a list of behaviors that will be addressed by faculty, and that students will be required to correct if they wish to continue in the human services program:

- Raising your voice or behaving confrontationally in the classroom, or in a meeting with fellow students or faculty

- Being disrespectful of faculty, classmates, college staff, or anyone at an internship agency
- Dressing inappropriately while on campus or at an internship
- Arriving late to the classroom or internship without prior permission
- Any behavior that is deemed by the faculty member to be disruptive to other students or the learning environment of the classroom or internship
- You are expected to follow program guidelines regarding the attendance policy, in class and at the internship site, and notification of intended absence. You must follow rules/regulations pertaining to the occupational area and/or policy of the internship site.
- You must refrain from smoking or using other tobacco products in restricted areas.
- You will not solicit, vend or distribute literature, written or printed material in the internship setting without proper *prior* authorization*.*
- You will not accept gratuities from clients; this includes both monetary and non-monetary gifts.

INTERNSHIP BEHAVIORAL EXPECTATIONS

This category addresses major compliance issues and appropriate professional expectations at a

human services internship site.

The following ten points are critical to the successful training and employment of human service

professionals and should be followed from the onset of training and referenced as models for behavior

to be continued throughout one's career:

1. You must comply with Indiana State law both on campus and at off-campus locations. This includes, but is not limited to interactions with clients, their families, faculty, peers and personnel of internship agencies.
2. You must refrain from consuming, being under the influence of, or possessing intoxicating beverages or unauthorized prescription or non-prescription drugs on College property or at your internship sites. If suspected of being under the influence at the internship site, you may be required to submit to a serum and/or urine test at your own expense. Results of the tests must be released to the affiliating agency. Refusal to comply will result in removal from the internship, failure of the course, and possible recommendation for dismissal from the program, pending a conference with faculty regarding professional conduct expectations.
3. You will adhere to state, federal, and NOHS confidentiality guidelines, including but not limited to HIPAA and internship site confidentiality policies and procedures. You will maintain confidentiality about all aspects of the internship experience; this includes confidentiality for all clients, fellow students, agency employees, and operations of the internship site. If there is a situation that arises that requires disclosure of information by law, you must seek out guidance from your internship site supervisor.

   a) You will only discuss confidential information in secure and appropriate locations and with

those individuals who have a need/right to know. Details related to the internship experience can only be discussed with internship classmates and faculty within the internship course. All identifying information must be withheld when discussing clients with classmates and faculty not directly affiliated with the internship site.

   b) You will not remove or photocopy any part of the client or clinical records.
   c) You will not use any client identifiers, as defined by HIPAA, in written assignments.
   d) You will destroy any notes you have taken to enable you to provide care for your client according to the internship site policy and will not carry those notes outside of the internship agency if they contain any client identifiers.
   e) You are expected to follow HIPAA and internship site policies with regard to cell phones, email or other electronic media.
   f) You will post nothing on any type of social media about what you do at your internship agency or about your clients.

4. You will follow College policy regarding disruptive behavior, sexual harassment and discrimination activities and will exhibit appropriate physical, verbal, and nonverbal behavior toward clients, families, personnel at the internship site, peers, and faculty.
5. You will not falsify any component of the written or oral client record.
6. You will exhibit behaviors that respect the dignity and rights of the client regardless of socioeconomic status, personal attributes, or nature of client problems.
7. You will not perform any technique or procedure for which you are unprepared by education or experience and/or without approval, and supervision, of the internship supervisor.
8. You will guard against theft, abuse, misuse, or destruction of personal property, College property or property located on the College property or internship site.
9. You will not possess firearms and other weapons, dangerous chemicals, or any explosives or explosive device on College property or at any College-sponsored activity held elsewhere, including internship sites.
10. You will not cheat on papers, tests, or other academic works, including internship assignments. See the Academic Honesty section in the course syllabus for more details.

IN THE EVENT OF NON-COMPLIANCE WITH BEHAVIORAL EXPECTATIONS:

Failure to comply with the College's Code of Student Rights and Responsibilities may result in sanctions being imposed by the College, up to and including expulsion. In addition, the HUMS Program is required to track, monitor and, when appropriate, impose sanctions or plans of correction when addressing violations of these program guidelines, separate and apart from any actions or processes implemented by the College through its office of Student Affairs. Therefore, in instances where a violation of these guidelines may also be considered a violation of the College's Code of Student Rights and

Responsibilities, the student may be faced with two separate actions; one affecting his or her standing as a student in the College and the other affecting his or her standing within the HUMS Program.

The following describes the consequences of non-compliance with the behavioral expectations outlined in this document.

ACTION: Serious behavioral problems, such as behavior that threatens the safety of students, faculty, or clients at the internship, will result in an immediate meeting with the program chair and other appropriate college administration, to determine whether the student will remain in the course, with the human services program, and the college. A Maxient report will be filed with the College.

Students dismissed from their internship agency due to improper behavior will automatically receive the grade of "F" for the course and will need to meet with the program chair. The human services program chair will also meet with his/her respective Dean to determine whether the student is appropriate to be further mentored for possible placement in a future internship, or if he/she should be denied any future internship and awarded a Technical Certificate upon completion of those requirements (the TC does not require an internship).

Any behavior not meeting the *Behavioral Expectations of All Human Services Students*, or the *Internship Behavioral Expectations* (listed above), will result in a verbal correction for the first incident. This verbal correction will be noted in the student file for reference, in the event that behaviors do not improve. **A second violation** of a behavioral expectation will result in a formal written Status Warning Report, which will be kept in the student file.   The student would be required to acknowledge receipt of the warning, and a Behavior Remediation Plan will be developed with the program chair, outlining specific expectations, and a commitment on the part of the student to alter his or her behaviors.

A third violation of a behavioral expectation will result in a second Status Warning Report, which will be kept in the student's file and *the student's final course grade will be lowered by one letter grade*. The student will be required to meet with the Human Services Program Chair, and other College administration deemed necessary, who will further investigate and make a recommendation regarding proper additional action to be taken. Recommended actions may include:

- Continued enrollment in the course with additional requirements stipulated, in addition to the letter-grade deduction mentioned above
- Administrative withdrawal and failure of the course
- Change in program status up through and including permanent removal from the Human Services program

In the event a student is permanently dismissed from one Human Services program, he/she may <u>not</u> apply for admission with a human services program at any other Ivy Tech Community College campus. In addition, further disciplinary action may be recommended according to College policy. Pending outcome of the recommendations, if the student is in an internship, he/she will not be permitted to engage in client care until approved to do so by the Human Services Program Chair. Further, if allowed to continue, the student will be required to complete remediation as prescribed by the Human Services Chair and/or Dean prior to re-enrolling in any human services internship course.

The steps of behavioral remediation described above are summarized in the following table:

Description of Behavior	Consequence
Behavior that threatens the safety of fellow students, faculty or clients	Meeting with program chair and other administrative personnel; possible removal from course / program / college; Maxient report filed.
Student dismissed from internship due to behavioral issues	Assignment of a grade of "F" for the course; meeting with HUMS program chair; decision about student appropriateness for, and continuation in, the HUMS program.

First violation of general or internship behavioral expectations	Documented verbal warning about behavior and discussion about improvement.
Second violation of general or internship behavioral expectations (may be same or different behavior)	Formal written Status Warning Report; meeting with program chair. Behavior Remediation Plan created and signed by Chair and student.
Third violation of general or internship behavioral expectations (may be same or different behavior)	Second formal written Status Warning Report; meeting with program chair and other College administration; decision regarding sanctions, including, but not limited to: Letter-grade reduction in the course; administrative withdrawal from the course and the grade of "F"; permanent removal from the human services program.

Technical Outcomes Assessment Examination

The Technical Outcomes Assessment (TOA) Examination is a computer-based test, consisting of 100 multiple choice questions covering the learning objectives from the entire degree curriculum. You will have up to 2 hours to complete the test, which will assess your competency in ethics, interviewing and intervention, social welfare / public policy, and case management. The examination is administered by the testing centers of Ivy Tech Community College.

In HUMS 279, the Human Services Capstone Course, you will review core curriculum from all of your coursework and the Exam. The test will be taken during week 14 of the semester in which you take HUMS 279. The curriculum of HUMS 279 is designed to review important material that will be assessed on the TOA Examination. This will not be new material to you—it has all been included in the curriculum of the human services courses you will take throughout your time at Ivy Tech. In addition to reviewing material, you will take practice tests and learn about test-taking techniques that will help you do your best when you sit for your exam

You will learn the results of your test as soon as you submit your scores. Pass or fail, you will still earn your degree, but passing demonstrates that you have met the standards of professionalism established by the National Organization for Human Services and Council for Standards in Human Services Education.

For More Information…

To learn more about the Human Services Program, or to register for classes, contact one of the HUMS advisors:

Melanie Wright
Human Service Program Chair
345 S. High St.
Muncie, IN 47303
765-289-2291, ext. 1735
mwright12@ivytech.edu