College of Health and Human Services
Student Handbook
2017-18

Academics + Competency + Ethics = Success
College of Health and Human Services
Handbook

The College of Health and Human Services (CHHS) is composed of five departments, an Institute and Community Outreach Clinics. The academic departments include: 1) Dental Education; 2) Hospitality and Tourism Management; 3) Human Services; 4) Medical Imaging and Radiologic Sciences; and, 5) Nursing. The role of these academic departments is to educate and prepare students for roles in health care, human services and hospitality. Preparation includes not only providing educational opportunities for students to achieve the ultimate goal of graduation but to help them develop as ethical and responsible professionals who will be serving the public in their chosen discipline. The IPFW Center for Healthy Living: Campus Clinic and Wellness Programs, The IPFW Dental Clinic and the IPFW Lafayette Street Family Health Clinic provide needed services to the campus and Fort Wayne community and additional experiences for students enrolled in the College. The Behavioral Health and Family Studies Institute provide services to the community through other outreach activities such as Suicide Prevention Training. The institute also participates in research activities surrounding behavioral health and family studies.

During the educational process, all students enrolled in an academic program in the College will be involved in some type of experiential learning activity. These activities introduce students to the professional field and allow them to experience the stresses and rewards of being a member of a team that is serving the public. Through these experiences, students will be able to apply that which they have learned in the classroom into a real life setting. Understanding the material is important but being able to apply it is critical and may mean the difference in the life of another human being.

This handbook outlines the policies and procedures for the College of Health and Human Services which apply to every student enrolled in the College. Departments and Programs have additional guidelines which apply to students in their particular discipline. It is imperative that students read and understand their rights and responsibilities as students in the College and in the departments. Students enrolled in the College will not only be expected to meet academic requirements but will be evaluated on ethical behavior and experiential competence.
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THE COLLEGE OF HEALTH AND HUMAN SERVICES
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MISSION STATEMENT

The mission of the College of Health and Human Services (CHHS) is to provide the highest quality education to future and current healthcare and hospitality practitioners by providing a learning environment that supports the development of culturally competent, caring, compassionate, and accountable professionals. Our undergraduate and graduate programs prepare graduates who are dedicated to the autonomy, dignity, and diversity of the people they serve.

The College is committed to excellence in teaching, service and scholarship and to the elimination of health disparities in our community. Our graduates will value lifelong learning and have a professional work ethic based on professional standards and best practices. The CHHS specifically identifies and addresses the ever-changing health and hospitality needs of the community served by Indiana University-Purdue University Fort Wayne (IPFW) through service, leadership and the development of knowledge.

I. STUDENT SUCCESS

In order to meet the mission of the College, the CHHS faculty and staff are committed to creating an environment where students are encouraged to succeed and are challenged by classroom and experiential opportunities. Successful students are those who understand that learning is an individual activity which requires work both in and outside the classroom. Successful students also understand that being a member of a health science, human service or hospitality profession requires the ability to communicate and work as part of a team.

There are three elements necessary for success in a health care, human services or hospitality profession: 1) academic achievement, 2) professional competency, and 3) ethical and professional behavior. Students who are able to meet standards in all three areas will generally be successful in the chosen professional field.

ACADEMIC ACHIEVEMENT

Students enrolled in one of the programs in the College are required to meet a minimum GPA to be considered for admission and must maintain a minimum GPA to continue in the program. The individual program requirements are outlined in each department handbook/manual.

Students should utilize all study tools available to them through the department or other student service offices on campus. Faculty members are available to assist students who are having difficulty with concepts or any course material. It is recommended student meet with the faculty member at the first sign of an academic problem to obtain guidance on how to study or prepare for class or examinations.
**ACADEMIC STUDY TIPS**

- Review the syllabus and/or BLACKBOARD for course assignments and deadlines on a regular basis.
- Attend class and study sessions offered.
- Review the reading assignments prior to class.
- Outline the chapter or other reading assignment(s) and take notes, when appropriate, during classroom presentations.
- Utilize supplemental course materials to help review or understand the material.
- Identify specific study time each day.
- Consult with the faculty member if struggling with course material.

Academic success is contingent upon the discipline and motivation of each student.

If a student has a concern about a particular course grade, the College has established a grade appeal process. It is recommended the student attempt to resolve the concern through an informal process. Review of the appeal process, as outlined below, will assist the student in determining the process for appealing a grade or other evaluation.

**Student Grade Appeal Procedure**

The Student Grade Appeal Policy applies to all students enrolled in an IPFW CHHS course offered by the College. Students who have evidence or believe evidence exists that a course grade, similar evaluation, or student progression decision was made as a result of prejudice, caprice, or other improper conditions, such as mechanical error, may appeal that action. Complaints concerning actions or decisions of faculty or staff members of the College which are claimed to violate rights established in the IPFW Student Code under Part I except Part I.A.3 or Part I.A.4. should follow the College’s Student Complaint Policy. Complaints of discrimination or harassment (Part I.A.3 or Part I.A.4) should be taken to the University Affirmative Action Officer. Students may seek advice by meeting with the IPFW Dean of Students or the CHHS Dean or designee.

In appealing, the student must support that an improper decision has been made and specify the remedy sought, in writing, on the Appeal Procedure Checklist found on the CHHS website at http://www.ipfw.edu/departments/chhs/resources/appeal.html. The student may seek the assistance from the IPFW Dean of Students in pursuing the appeal. The student may have an advisor or friend present during all meetings with faculty members, administrators, and/or committees. However, the advisor or friend may advise the student but may not speak for the student during meetings.

In the case of a grade appeal, a course grade can only be changed by a university authority upon the recommendation of the IPFW Grade Appeals Subcommittee or by the instructor any time prior to the Grade Appeals Subcommittee’s decision.
Student Appeals Committee

The CHHS Student Appeals Committee is comprised of one faculty member from each department of the College. The faculty member from the Department of the complaining student may be recused from the deliberations of the committee.

Student Appeal Deadlines

An appeal must be initiated no later than the fourth week of the fall or spring semester immediately following the session in which the action being appealed occurred. Following initiation of an appeal, decisions at each step listed below must be reported within 20 calendar days, provided this deadline falls within the regular student year (fall or spring semester). If the deadline falls during the summer, the decision must be reported within 20 calendar days of the start of the fall semester. Each successive step in the appeals procedure must be initiated by the student within 20 calendar days of the completion of the prior step. Time lines may be extended at the agreement of all parties.

Student Appeal Process

1. Faculty Member: An attempt should be made by the student to reconcile the concern or conflict with the faculty member. The student should schedule an appointment with the course faculty to discuss the grade or action and try to resolve the issue. If the meeting with the faculty member does not resolve the issue, the student may seek informal mediation from the Department Chair/Director. See [http://www.ipfw.edu/departments/chhs/resources/appeal.html](http://www.ipfw.edu/departments/chhs/resources/appeal.html)

2. A. Department Chair/Program Director: The student must submit the allegation that an improper decision or action was made and specify the remedy sought, in writing, using the Student Appeals Procedure Checklist found on the CHHS at [http://www.ipfw.edu/departments/chhs/resources/appeal.html](http://www.ipfw.edu/departments/chhs/resources/appeal.html). A meeting with the student will be held to discuss the appeal. After meeting with the student, the Department Chair will send a written recommendation with supporting documentation concerning the appeal to the student. If the appeal is not resolved, the student may proceed to Step 2.

B. College: The student shall submit the appeal, in writing, to the Dean of the CHHS. The Dean will notify the Chair of the College Student Appeals Committee regarding the appeal and forward the written appeal. The Committee Chair will request the student and the instructor to submit detailed, written documentation substantiating evidence regarding the grade or action in question. After reading the documentation submitted by both parties, the College committee will meet separately with the student, course faculty, and the Department Chair/Program Director to clarify questions regarding the case. Each party may bring an advisor or friend to the meeting with the College Committee. The advisor or friend may advise the student, course faculty or Department Chair/Program Director, but may not speak for the student, course faculty, or the Department Chair/Program Director during meetings. The College committee will deliberate and the Committee Chair will make a written recommendation with documentation of their findings and present it to the College Dean and notify, in writing, the student, faculty member, and Department Chair/Program Director of the committee’s recommendation. Copies of the
recommendation should be submitted to the Department Chair/Program Director, College Dean, members of the College Student Appeals Committee, and the IPFW Dean of Students.

C. College Dean: The College Dean will make a recommendation after receiving the recommendation of the College Appeals Committee and considers the documents. The Dean will notify, in writing, the student, faculty member, Department Chair/Program Director, Student Appeal Committee members, and the IPFW Dean of Students.

3. Campus: If the appeal has not been resolved at Step 4, the student may schedule an appointment with the IPFW Dean of Students, who will direct the student procedurally in submitting the case to the appropriate University appeals body.

ACADEMIC SCHOLARSHIPS, HONORS AND AWARDS

Students in the CHHS are eligible for a variety of scholarships and awards. Many of these awards are determined by demonstration of academic ability. Students are encouraged to visit the University and department web pages for scholarship opportunities.

Academic honors are determined by students’ final GPA. Students who have completed the appropriate number of credit hours at IPFW and have achieved at least the minimum GPA may be considered for distinction or highest distinction. Information regarding academic honors may be found on the IPFW website.

Individual programs may offer awards for academic or professional excellence.

CLINICAL AND PROFESSIONAL COMPETENCY

In addition to academic success, students must also demonstrate professional competence in their area of study. This competence is demonstrated and evaluated through experiences in clinical and/or professional settings.

In these settings, students are supervised by professionals in the discipline and will be asked to perform as part of the professional team. The following technical standards outline behaviors that will be expected of students participating in settings outside of the traditional classroom.

TECHNICAL STANDARDS

Students enrolled in the CHHS will participate in both classroom and clinical or internship experiences during the program. Therefore, both academic and non-academic technical standards apply to successful performance. In order to meet this end, the CHHS professional program faculty have specified the following non-academic criteria (technical standards) that all applicants/students are expected to meet. These standards include the following five categories and may vary by degree program.

1. Observation: The applicant/student must be able to participate actively in all demonstrations, laboratory exercises, and clinical experiences in the professional program component of the
degree and to assess and comprehend the condition of all persons assigned to him or her for examination, diagnosis and treatment. Such observation and information usually requires the functional use of visual, auditory, and somatic sensations.

2. **Communication:** The applicant/student must be able to communicate effectively and sensitively with persons in order to elicit information, describe changes in mood, activity and posture, assess non-verbal communications, and be able to effectively and efficiently receive from and transmit information to persons, fellow students, faculty and staff, and all members of the health care or professional team. Communication skills include listening, speaking, reading and writing, as well as the observation skills described above.

3. **Motor:** The applicant/student must have sufficient motor function to elicit information from persons by appropriate diagnostic or therapeutic maneuvers; be able to perform basic tests; possess all skills necessary to carry out diagnostic or therapeutic procedures; be able to interpret appropriate examinations and procedures; and, be able to execute motor movements reasonably required to provide general care and emergency treatment to persons.

4. **Intellectual/Conceptual, Integrative, and Quantitative Abilities:** The applicant/student must be able to measure, calculate, reason, analyze, evaluate, and synthesize. Problem solving, the critical skill demanded of health and human service health practitioners, requires all of these intellectual abilities. In addition, the applicant/student must be able to comprehend three-dimensional relationships and understand the spatial relationships of structures. The applicant/student must have the capacity to perform these problem solving skills in a timely fashion.

5. **Behavioral and Social Attributes:** The applicant/student must possess the emotional health required for full utilization of his or her intellectual abilities; exercise good judgment; prompt completion of all responsibilities attendant to care of persons; and, develop mature, sensitive and effective relationships with persons and others. Applicants must also be able to tolerate taxing workloads, function effectively under stress, adapt to changing environments, display flexibility, and learn to function in the face of uncertainties inherent in clinical problems of many persons. Compassion, integrity, concern for others, commitment and motivation are personal qualities which each applicant/student should possess.
ETHICAL AND PROFESSIONAL BEHAVIOR

Ethical and professional behavior and civil discourse are all critical elements of success in professions that serve the public. The University has adopted a statement on Civility which is an important first step to appropriate professional communication in the CHHS.

University Statement on Civility

Indiana University-Purdue University Fort Wayne is committed to the goals and ethics of academic investigation and education. The foundation of academic pursuit is the process of free inquiry, in which individuals may openly explore and express ideas. Free inquiry requires an environment that encourages open investigation, as well as the educational growth and positive social development of individuals; therefore, it is important to state explicitly the ethics that define our academic community.

Prominent among the values that define the academic community is civility, which includes mutual respect, fairness, and politeness. Membership in any community requires a concern for the common good for all who belong to that community. Each individual may possess different ideas, as well as different ways of communicating those ideas, particularly in a community as varied and diverse as a university. Because of these differences, respect and civility are integral to maintaining the quality of the academic environment and free inquiry. Respect and civility should therefore be afforded to all individuals regardless of race, ethnicity, gender, age, sexual orientation, disability, religion, family status, socioeconomic level, educational background, veteran status, or position at the university.

Because it is not possible to establish a set of rules or guidelines that will address every issue of civility, all members of the academic community are called upon to promote and value this ethic of common respect and civility. Ultimately, such a community-wide concern will assure the continuation of a free and open exchange of ideas.

In addition to traditional academic situations where students are expected to behave in a civil and respectful manner, students in CHHS programs will be placed in challenging situations and will be required to analyze a situation, problem solve and apply knowledge to actual experiences with real patients, clients and customers. Therefore, students are expected to not only meet academic and professional competencies but also ethical and professional behavioral standards. These professional standards vary by discipline and students are required to read and understand the ethical and behavior obligations of their chosen discipline.

In order to emphasize the importance of appropriate professional conduct, the College has adopted the following Progression Policy.

Student Progression Policy

Professional, mature conduct is expected of all students. Any form of academic or personal misconduct is in direct conflict with professionalism and will result in dismissal from the program in which the student is enrolled. Please refer to the current IPFW Bulletin regarding “Code of Student Rights, Responsibilities, and Conduct.”

The CHHS chooses the most stringent course of action regarding misconduct. A student dismissed from his or her program will also be dismissed from the College of Health and Human Services.
Following University guidelines, after two years a student who has been expelled from IPFW may petition for readmission to the University, program, and College. This does not assure the student will gain readmission. Dismissal from the College does not necessarily mean dismissal from the University.

COMMUNICATION

Professional and civil communication is expected of all individuals involved in the educational process including faculty, staff and students. Professional communication, in both written and spoken form, should be practiced in the classroom, labs, offices, external agencies, clinical settings or professional environments. Failure to communicate in a professional manner may result in disciplinary action up to and including dismissal from a program.

Cell Phones and other electronic devices

Utilization of cell phones for communication including texting is a common practice but can be distracting so rules for the use of such devices are becoming common. For example, it is illegal to text and drive in most states as evidence shows that individuals who text while driving are equal to or more dangerous than those driving under the influence of alcohol or another controlled substance.

In the academic setting, texting during class is considered inappropriate unless the usage is authorized by the faculty member. Use of the device without the authorization of the faculty member is distracting to other students as well as the student texting and is a violation of professional behavior guidelines.

Cellphones should be off or in a silent mode during class and lab and should never be on in a clinical setting and may in some cases be forbidden by the facility. Unauthorized usage of electronic devices in a clinical or internship setting may result in suspension or dismissal from a program.

Electronic Communication

In order to maintain the integrity of electronic communication--students, faculty and staff should communicate electronically using accepted University communication methods. Official information should go through University e-mail or BLACKBOARD systems. Students must utilize the university e-mail system when communicating with faculty and staff. The IPFW e-mail system is available to students anywhere the internet is available through myIPFW. Therefore, all official communication will be completed through this method or through a secured BLACKBOARD system.

Privacy and Confidentiality

Student records are confidential and secured under the Family Education Rights and Privacy Act (FERPA).

Students participating in clinical, internship or other external experiences will have access to privileged patient, client or customer information. While all this information is considered confidential under basic professional confidentiality rules, some violations may violate federal law such as HIPAA as it relates to Protected Health Information (PHI). ANY release or improper use of such information will result in disciplinary action resulting is suspension or dismissal from the program.
Social Networking

Social networks, such as Facebook, Twitter, YouTube, LinkedIn etc., are effective vehicles for communication, which elicit both benefit and risk for the user. Benefits include speed of communication, freedom to express oneself to friends/followers and the ability to build complex websites of relationships both personal and professional. Risks include loss of privacy, opportunities for misinterpretation of posts by others, danger from predators and others looking to utilize posted information in negative or hurtful ways, speed with which inaccurate information can be disseminated and potential long-term effects of ill-advised postings or comments.

A student utilizing these media technologies must remember that there is, in most cases, little or no expectation of privacy. Once something has been posted, the recipient may in turn disseminate the information in ways which may have a negative consequence for the original poster. Therefore, a prudent user should always think about potential consequences prior to posting.

It is a violation of patient/client/customer confidentiality to post any information on a social media site which would in any way identify the individual. Students must refrain from posting anything about patients, clients, customers and clinical or internship sites.

Postings which violate confidentiality, harm the reputation of the University, the department, a faculty member, a classmate or community partner are considered a violation of the professional behavioral and ethical standards as well as University Statement on Civility. Violations may result in disciplinary action up to and including dismissal from the program.

COMPLAINT AND APPEAL PROCESS

If a student is disciplined for unprofessional behavior or is dismissed from a program, the student has the right to appeal. The following student complaint processes has been adopted to assist a student wishing to resolve a real or perceived problem with a faculty or program decision.

Students are encouraged to attempt to resolve concerns through an informal process whenever possible. When informal processes do not resolve the issue in a satisfactory way the following procedures are available to the student.

College of Health and Human Services
Student Complaint Procedure

The CHHS Complaint Policy applies to all students enrolled in an IPFW CHHS program or taking a course offered by the College who have a complaint concerning actions or decisions of faculty or staff members of the College which are claimed to violate rights established in the IPFW Student Code under Part I except Part I.A.3 or Part I.A.4. Complaints of discrimination or harassment (Part I.A.3 or Part I.A.4) do not fall under this policy and should be taken to the University Affirmative Action Officer. Students may seek advice by meeting with the IPFW Dean of Students or the CHHS Dean or designee.

When filing a complaint, the student must support the complaint and specify the remedy sought, in writing, on the Complaint Procedure Checklist Form. The student may seek the assistance of the IPFW
Dean of Students in pursuing the appeal. The student may have an advisor or friend present during all meetings with faculty members, administrators, and/or committees. The advisor or friend may advise the student but may not speak for the student during meetings.

Members of the Student Appeals Committee

The CHHS Student Appeals Committee is comprised of one faculty member from each department of the College. The faculty member from the department of the complaining student maybe recused from the deliberations of the committee.

Student Appeal Process

1. An attempt should be made by the student to reconcile the concern or conflict informally with the faculty or staff member before filing a formal complaint. The student should schedule an appointment with the course faculty or staff to discuss the action and try to resolve the issue.

2. If meeting with the faculty or staff member does not resolve the issue, the student may seek informal mediation from the Program Director/Department Chair. The Department Chair/Program Director shall investigate, mediate, and suggest a resolution. The Department Chair/Program Director will send the decision concerning the complaint, in writing, to the student with any supporting documentation.

3. If the complaint remains unresolved, the student may continue to pursue the complaint with the Dean of the CHHS who shall investigate, mediate, and suggest a resolution. The Dean will notify the Chair of the College Student Appeals Committee regarding the complaint and forward the written complaint from the student and all documentation of previous attempts to resolve the complaint. The Committee Chair will request the student and the instructor to submit detailed, written documentation substantiating evidence regarding the action in question. After reading the documentation submitted by both parties, the College committee will meet separately with the student, the course faculty, and the Department Chair/Program Director to clarify questions regarding the case. Each party may bring an advisor or friend to the meeting with the committee. The advisor or friend may advise the student, course faculty or Department Chair/Program Director, but may not speak for the student, course faculty, or the Department Chair/Program Director during meetings. The College committee will deliberate and the Committee Chair will submit a written recommendation with documentation of their findings to the College Dean and notify, in writing, the student, faculty member, and Department Chair/Program Director, of the committee’s recommendation. Copies of the recommendation will be submitted to the Department Chair/Program Director, the College Dean, members of the Student Appeals Committee, and the IPFW Dean of Students.

4. The College Dean will consider all of the documentation and the recommendation of the College Student Appeal Committee. The Dean will send a written notification with a recommendation to resolve the complaint to the student, faculty member, Department Chair/Program Director, Student Appeal Committee members, and the IPFW Dean of Students.

If this informal process does not resolve the issue, the student may request a hearing before the IPFW Campus appeals Board. See IPFW Student Code for this process at http://www.ipfw.edu/departments/chhs/resources/complaint-policy.html.
Student Complaint Deadlines

A complaint must be initiated no later than the fourth week of the fall or spring semester immediately following the session in which the action being appealed occurred. Following initiation of a complaint, decisions at each step listed below must be reported within 20 calendar days, provided this deadline falls within the regular student year (fall or spring semester). If the deadline falls during the summer, the decision must be reported within 20 calendar days of the start of the fall semester. Each successive step in the appeals procedure must be initiated by the student within 20 calendar days of the completion of the prior step. Time lines may be extended at the agreement of all parties.

POLICIES AND PROCEDURES

Advising

While making continual academic progress through the program is the responsibility of the student, the College does provide academic advising by professional advisors or by faculty members in the various departments. Students should meet with the advisor on a regular basis and at least once a semester prior to registration to make sure they are on track for graduation or have completed other program or University Requirements.

Advising holds may be placed on students if they have an outstanding financial balance or are experiencing academic difficulties which may prohibit them from moving forward. Students must correct the financial situation or meet with an advisor regarding academic progress before the hold will be lifted and eligible to register for courses.

Criminal Background Check

Students enrolled in the CHHS are subject to a criminal background check either prior to the start of the program or prior to the start of clinical or internship course.

The professional credentialing agencies may require background checks or signed statement regarding criminal convictions prior to being permitted to take a credentialing examination. The University cannot guarantee that a student will be able to sit for the examination upon satisfactory completion of the program if a student has a criminal or other ethical background issue.

Drug and Alcohol Testing

The utilization of illegal drugs or alcohol during class, laboratory, clinic or external experience is a violation of professional behavior policy and the University policy on personal misconduct. A student believed to be under the influence or involved in activity such as manufacturing, selling or stealing a controlled substance is subject to immediate removal from the professional, laboratory or classroom setting. If the student is removed from the setting, a drug or alcohol test may be immediately required. Failure to comply with this request may result in dismissal from the program.

Students enrolled in the CHHS may be subject to drug and alcohol testing prior to admission or prior to the start of a clinical or externship experience. Random testing may also be required. The cost of drug testing is the responsibility of the student.
Specific rules for testing can be found in program handbooks.

Alcohol or drug incidents resulting in criminal charges may result in problems for a student who will be subject to professional ethical guidelines for certification or licensure in a profession upon graduation. In all cases, students will be required to self-report such an incident upon application to the credentialing agency; in some disciplines, program faculty or other members of the profession may be required to notify the credentialing agency of any infraction of the ethical rules.

Insurance

Health

Students enrolled in a program in the health sciences may be exposed to possible injuries and communicable diseases. Costs associated with any incident on campus or at clinical sites shall remain the responsibility of the student.

Students enrolling in the University are encouraged to obtain or maintain health insurance. Students may purchase health coverage while enrolled in courses at IPFW. Information regarding coverage is available through Student Life.

Liability

Students enrolled in a health science or human services program may be required to maintain liability insurance throughout all clinical or internship experiences. The coverage is purchased through the University and the student will be billed through the Bursar’s office. Students who do not have coverage will not be permitted to participate in a course which requires external activities such as clinical or internships. Some sites may require the student to demonstrate proof of coverage prior to starting the experience.

Transfer of Credits

To transfer credits to IPFW, students must request that every college or university they have attended send an official transcript to IPFW Admissions. IPFW accepts credits only from academic programs at institutions accredited by regional accrediting associations and only for courses in which grades of C- or better are earned. Courses from institutions not holding regional accreditation may be reviewed by the academic department in which the course is taught. Specific IPFW degree programs may impose additional criteria. Grades do not transfer.

Changing between IPFW programs. To change from one IPFW academic program to another, students must complete the appropriate forms and secure the approval of the IPFW college/school/division offering the program to which you want to change. If the change affects your university affiliation (IU or Purdue), the registrar will notify Admissions, which will transfer all of your previously earned IPFW credits to the records system of your new university.

If you are a re-entering student who has not enrolled at IPFW during the previous 12 months, or if you are returning to IPFW after having attended another institution, you must specify your intended academic
program on the appropriate re-entry or transfer-admission form. You must then submit this completed form to Admissions for evaluation.

**Credit transfer between IPFW programs.** When you change from one IPFW degree or certificate program to another, the college/school/division to which you are transferring will report to the registrar the status of every course you have taken. Each course you have completed, regardless of the grade you earned, will be classified into one of the following two categories:

- courses that are required for, or applicable to, your new program or which are substantially equivalent to, and are acceptable as, substitutes for such required courses.
- courses that are not applicable to your new program.

Grades you have earned in any courses that satisfy a degree requirement, other than a “free elective,” may not be deleted from the calculation of your graduation GPA.