

SOCW462: FIELD SEMINAR
3 Semester Hours

Department of Social Work
Ball State University

Instructor: Prof. Kim Taylor

SPRING 2026

Seminar Locations: See Practicum Calendar

I. DESCRIPTION OF COURSE

Taken concurrently with SOCW 460 Field Practicum, the Field Seminar course assists students in integrating current field experiences with previous learning from courses required in the social work curriculum. Through assignments and small group discussions facilitated by the Faculty Liaisons, students expand their learning beyond the scope of their particular practicum setting. Seminar sessions focus upon refining analytical and critical thinking skills, applying social work values and ethics, and self-reflection emphasizing professional development.

II. TEXTS AND REQUIRED READING REQUIRED:

There is not one single source of required reading for students completing the field seminar. Students are encouraged to use current professional literature and information available through the internet, as well as readings and other resources suggested by the agency-based Field Supervisor and Faculty Liaison, as related more individually to the practicum agency, clientele served, and professional development and practice issues. At least one written assignment requires integration of professional literature.

Handouts and other relevant information related to practicum will be found on Canvas or distributed in seminar. Students are expected to check Canvas and their email at least weekly for possible new materials and information.

III. COURSE OBJECTIVES

As a result of successfully completing this course, the student will be able to demonstrate the following competencies:

- A. Demonstrates ethical and professional behavior

- B. Engage diversity and difference in practice
- C. Advance human rights and social, economic, and environmental justice
- D. Engage in research-informed practice and practice-informed research
- E. Engage in policy practice
- F. Engage with individuals, families, groups, organizations, and communities
- G. Assess individuals, families, groups, organizations, and communities
- H. Intervene with individuals, families, groups, organizations, and communities
- I. Evaluate practice with individuals, families, groups, organizations, and communities

IV. TEACHING METHOD / SEMINAR FORMAT

To facilitate integration of prior curriculum content with practicum learning, a combination of large group instruction / discussion will be balanced with small group presentations / discussions. Small groups simulate staffing which are held in many sites or inter-agency networking done in many communities. Except for the first seminar, students will complete papers/PowerPoints/presentations for seminars that facilitate analysis of the service delivery system, enhance client assessment and intervention knowledge and skills, and provide a guided context for reflecting about professional development. Small groups will be the primary context for sharing knowledge from assignments. An ongoing log will also be maintained and submitted regularly to the faculty liaison to facilitate communication about learning, supervision, and professional development.

V. CLASS ASSIGNMENTS AND GRADING PROCEDURES

Details for Class Assignments can be found in Section VIII of this Syllabus.

- A. **Professional Learning Reflections** – 110 points (25 points for Log #1-3 and 35 points for final reflective paper)

Beginning the first week at the field site, each student will compose a written professional reflection. A total of three logs and one overall reflection paper are submitted to the Faculty Liaison, using the dates and outline provided in this syllabus.

- B. Agency Overview PowerPoint and Presentation - 80 points**
Students describe the agency's mission, history, catchment area, governance, eligibility requirements, and policies related to confidentiality and professionalism. Students also describe emerging professional identity.
Due: Sunday, February 8 @ 9pm
- C. Agency and Service Delivery System Analysis and Improvement PowerPoint and Presentation – 80 points**
Students provide a detailed description of key programs/services in agency, then provide a thorough assessment of strengths and limitations of the agency and its allied social service delivery system; and suggest system improvements and strategies.
Due: Sunday, March 8 @ 9pm
- D. Integrative Paper – 150 points**
The Integrative paper is designed to reflect the student's learning and ability to apply knowledge, concepts, theories, and skills to the field experience.
Due: Sunday, April 5 @ 9:00pm
- E. BSW Program Critique - 10 points**
Each student will complete an anonymous program critique sharing program strengths and suggestions for improvement.
Due: Thursday, April 30 @ 9:00pm

Grading Policy

The final course grade will be based upon the total points and calculated percentage earned by a student based upon the grading criteria established by the practicum faculty for each assignment. The following categories will be used to assign a final course grade.

Assignments / Points

Agency Overview PowerPoint and Presentation	80 Points
Agency and Service Delivery System Analysis PowerPoint and Presentation	80 Points
Integrative Paper	150 Points
Prof. Learning Reflections (3 logs and 1 reflection paper)	110 Points
BSW Program Critique	10 Points

Total 430 Points

Department Grading Scale

100-95% =	A
94-91% =	A-
90-87% =	B+
86-84% =	B
83-81% =	B-
80-77% =	C+
76-74% =	C
73- 70% =	C-
69-67% =	D+
66-64% =	D
63-60% =	D-
59 & below =	F

VI. TENTATIVE SEMINAR SCHEDULE

SEMINAR ONE

Whole Group

- Introductions and Orientation to Practicum
- Syllabi Overview
- Overview of Semester's 462 Assignments
- Liabilities and Risk Management Practices
- Preparing for Supervision
- Orientation to Sonia Website and Forms

Small Group

- Initial drafting of Learning Contracts
- Orientation at Practicum Site
- Preparation for Learning Contract Conferences
- Submitting Professional Reflections and other Assignments

SEMINAR TWO

Whole Group

- Brief Sharing of Practicum Orientation Progress
- Overview of Self-Care
- Self Advocacy Overview and Use of Supervision
- Brief Review of Upcoming Assignments and Midterm Evaluation
- Visits

Small Group

Report on Practicum Orientation Progress and Experiences
Review Self-Care Plan
Sharing Agency Overview PowerPoints and Presentations

SEMINAR THREE

Whole Group

Career Services Discussion
Brief Review of Upcoming Assignments

Small Group

Sharing Agency and Service Delivery System Analysis and
Improvement PowerPoints and Presentations

SEMINAR FOUR

Whole Group

Overview of Licensure
Preparing for Terminations/ Closure
Preparing for Final Evaluation
Brief Review of Upcoming Assignments

Small Group

Integrative Paper Discussion

SEMINAR FIVE

Whole Group

Practicum Evaluations
Acknowledgements & Future Plans

Small Group

Discussion of Practicum Learning
Discussion of Professional Reflections & Professional Development
Goals
Discussion of BSW Program Critique

Prior to each Seminar

IMPORTANT: It is the students' responsibility to read the information and outline for upcoming seminars (e.g., prior to Seminar 2, read information and outline for Seminar 3). If you have questions about an upcoming Seminar, contact your Faculty Liaison promptly. You are also encouraged to make use of the "buddy system" (discussing questions or concerns with fellow classmates). But please keep in mind that ***you are ultimately responsible to obtain accurate, timely information***, whatever your source. When you come to a Seminar, we will briefly review assignments for future Seminars. It is very reasonable to ask clarifying questions if the information is not in the syllabus. Many times, questions you have will apply to several students' situations; those are appropriate in

Seminar. However, out of respect to you and your fellow classmates, it is *not* reasonable to ask information that is already clearly available in the syllabus. Also, if the question is truly unique to you and your site, please address that with your Faculty Liaison.

VIII. DETAILED DESCRIPTION OF CLASS ASSIGNMENTS

A. PROFESSIONAL LEARNING REFLECTIONS – 110 Points (3 logs at 25 points each and final reflection paper and presentation 35 points)

Beginning the first week at the site, each student will maintain a written set of professional reflections about learning which occurs each week, using the guidelines below. Additionally, as each set of reflections is submitted (usually every four weeks) it will include an example of use of supervision. Writings can be written in brief outline form; examples are below.

- Each week's learning reflections should be at least one page, double-spaced, and include the week's dates.
- Reflections do not require research; they can be written in a brief outline form, but must be clear and grammatically correct, and have acceptable punctuation; proofread before submitting.
- For each week, summarize 2-3 key points learned (e.g., about self, site, working with clients or colleagues, networking in the community, consulting supervisor), what competency and practice behavior relates to the learning (e.g. Competency #8, Practice Behavior 8.2 Applies knowledge of human behavior and the social environment, person-in-the-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies), and what those new insights mean to your own professional development. Summary should include a brief explanation of the context in which the learning occurred. Reflections should be done at least at the end of each week, while recollection is fresh.
- For each set of reflections (usually a 4-week period), for the total time period covered, select one example of your use of weekly supervision; discuss concerns or questions that you brought to supervision, a brief review of the nature /

content of discussing these with your supervisor, and key points that you learned from the process / interaction.

- Individual faculty liaisons may specify a modification in timing or content for a particular student’s learning plan, but below is a summary of expected content for each 4-week reflection set:
 - Summary of 2-3 key points learned for each week
 - Summary of one use of supervision in 4-week period

- Due dates:

<u>Log #</u>	<u>Time Period (Weeks of...)</u>	
1	Jan 12 – Feb 8 Feb 8	Due Sunday,
2	Feb 9 – March 8 March 8	Due Sunday,
3	March 9 – April 5 April 5	Due Sunday,
Reflection	Entire Semester	Due Thursday, April

30

A One Week Example of Learning Reflection & Use of Supervision Logs:

Week 1: (Fill in date)

Key Learning #1: When a victim states they want to request that the charges they filed against their offender be dismissed, the prosecutor and the courts will refer them to our office. We will ask them for their reasoning and try to encourage them to pursue charges. However, if they still want to dismiss charges, the client must attend 10 hours of domestic violence education hours through A Better Way. This is crucial information to remember when dealing with this type of

client because they must complete the 10 hours before we can provide them with our services. I learned this information during my training session with my supervision.

Competency and Practice Behavior: #6 Engage with Individuals, Families, Groups, Organizations, and Communities, #6.2 Uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Insights: While watching my first Protective Order, I felt that I was qualified and would be very comfortable asking these questions to future clients.

Key Learning #2: If there is ever a situation where both parties involved want to file for a protective order, it is our responsibility that we must assist the individual who comes to us first regardless of whether or not they are the victim or the offender. We are required to do this because we are obligated to protect the first individual who walks through our door and want to assure them that this is a safe place. This information was brought to my attention during one of my supervision conversations about possible conflicts of interest that could arise with clients.

Competency and Practice Behavior: #1 Demonstrates Ethical and Professional Behavior, #1.1 Make ethical decisions by applying standards of the NASW Code of Ethics, relevant laws, models for ethical-decision making, ethical conduct of research, and other codes as appropriate to context.

Insights: This is important to understand because if we assisted both individuals it could interfere with client confidentiality, their safety, and be a conflict of interest.

Use of Supervision: I wanted to make sure I was protecting myself and the other staff members in the office, so I asked my supervisor what safety precautions I should take when answering the phones, the door, interacting with clients, and anything else that required interaction with another individual. My supervisor reminded me to never give out my last name and other personal information of mine and other employees. Also in regards to answering the door, I need to look through the peep-hole, place one foot behind the door so that way they can't barge through, ask them their name and anyone else who might be with them, and how I can help them. If there are other individuals with the client, I need to notify the other individuals that they can wait out in the lobby behind the locked door. These are key points and important safety precautions that are crucial to our agency because it not only protects me but the other employees and clients in the office. We are providing various services to help ensure client safety and we want to make sure we are doing everything we can to protect ourselves and our clients.

Final Reflective Paper for the Whole Semester

Use the outline below to write your paper (30 points) and for small group sharing (5 points):

Review your learning as reflected in your Learning Contract and previously submitted professional reflections. Write a 3-5 page paper that describes the most significant learning achieved from the practicum experience. Organize this final paper into 3 sections using the following questions and/or guidelines; title each section with the **bold-faced** words below.

1. **Reflections:** Reflect back on what you have experienced during the field practicum, and:

- a. Describe the best experience you had during the practicum
 - b. Describe the most difficult experience you had during the practicum
2. **Lessons / Insights:** Reflect back on your feelings and thoughts about your overall practicum experience. Based on supplemental reading / assessment / prior reflective logs and on your work with clients and colleagues in the field practicum:
 - a. What were the most important lessons or insights that your clients taught you that have reinforced or changed the basic way you will work with clients and your overall practice style?
 - b. What was the most significant learning you acquired from working with professional colleagues?
 - c. What do you now view as socio-economic-political barriers clients / consumers have that impact ability to meet their needs?
3. **Personal / professional change goals:** Based on your reflections about the field practicum, what changes do you want to make in yourself, both personally and professionally? How do you specifically plan to achieve these changes?

B. AGENCY OVERVIEW POWERPOINT AND PRESENTATION - 80 points

Ask your agency instructor where you might gather the information for questions listed below. **Much of the content will be included in your initial site orientation;** therefore, you should bring this outline with you during orientation and make applicable notes. You may need to read agency brochures, historical documents, grant proposals or legislation. As you "research" your agency, remember to document all sources (including personal interviews and agency visits and include the documentation at the end of your PowerPoint presentation (APA style).

Your Overview Presentation should highlight what you've included on your PPT (5-10 minutes per student – very important to stay within your timeframe in order for all students to finish in time). There are no required number of slides, but please adequately cover the following:

- Agency name, purpose, history (when created, why, by whom, how it evolved, etc.)
- Current mission statement
- Geographical area and clientele / consumers served- demographics, etc.
- Eligibility requirements for clients, how do they enter into services?
- Governance and staffing- describe levels of staffing, administration and leadership at organization (describe and attach an organizational chart, if possible)
- What other professionals work within the organization other than social workers and what is their role in delivery of services?
- Brief description of primary services or programs
- Review of key policies at the agency that you've learned thus far, such as confidentiality, use of social media, client and staff rights & responsibilities, and professional conduct
- Student's perception of their orientation to the agency and their professional role at agency (what do social workers do at the agency? how do you interact with and how are you expected to assist colleagues and clients / consumers?)

C. AGENCY ANALYSIS AND SERVICE DELIVERY OUTLINE AND POWERPOINT PRESENTATION – 80 points

Each student will submit a detailed outline addressing the required content and present a 8-10 minute PowerPoint during seminar.

Your outline should address all of the following:

a. Identify the agency's primary services and/or programs (describe a maximum of three). Give a brief explanation of purposes/relationships of various programs. Then, choose one program assigned to you for practicum and discuss the following:

- What are the goals/objectives of the program?
- What services are offered?
- How is the program financed? (Clearly identify major source(s) of funding.)
- What outcomes are measured and how?
- How is client satisfaction assessed?

Please note that SOME information may need to relate to the agency as a whole, while other information can simply be specific to your program. If you are in a small agency, you may write about the complete array of main services, rather than separating out a single program. (e.g., if you are in a small domestic violence shelter, you might describe the initial intake and assessment, case management services, a support group, and activities for the children.) If you need clarification, ask your Faculty Liaison.

b. Analyze the agency's governance body and staff and how diversity exists within and between them and the clients:

- What are their social class, culture, race, religion, ethnic group, gender, age, urban/suburban/rural, variations in family composition?
- How is the governance body chosen?
- What are the demographics of the clientele?
- Give one or two specific illustrations of how differences or commonalities between the governance body, staff and clients might impact the effective delivery of services. For example: Compare the gender, race, or socioeconomic level of board and or

staff to clients, will people of color see the agency as accessible and empathic if no one of color is on staff?, will a person of Jewish heritage feel welcome in an agency grounded in a Christian mission?

- Identify some basic problems with diversity in the organization.
 - Identify some organizational strengths regarding diversity.
 - How do these problems and strengths impact service used by clients?
- c. Identify what, if any, evaluation has been conducted at your agency related to program service and practice, within the last five years? You can get this data from interviewing your Field Supervisor and/or administrator.
- Describe what was evaluated, who conducted the evaluation, when it occurred and for what purpose(s). If no evaluations have been conducted, how do you think the absence of such information may impact the agency and clients / consumers?
 - What outcomes occurred as a result of this evaluation?
 - Were the findings utilized? If so, how did this impact clients / consumers / staff / the community?
 - Offer recommendations about ways to improve outcomes.
- d. Analyze information that you gathered, relative to client / consumer needs:
- Strengths- Identify two characteristics of your practicum agency and its programs which, in your judgment, are truly unique and/or have outstanding strengths. In other words, explain the innovative or strengths-based strategies that the organization uses for delivering services to clients.

- Regardless of services offered by your agency and by other community agencies, clients have unmet needs. Identify and explain two of the most important unmet needs, then explain the reasons for clients not getting their needs met.
- e. Identify one change that you believe has the greatest potential to improve service effectiveness:
- Describe at least one specific strategy or means by which you as a social worker could implement or facilitate this change to improve service delivery to the clients / consumers served by your practicum agency.
 - Describe how you might facilitate the change process, and what resources you might use. You might want to consider discussing your ideas with your Field Supervisor and Faculty Liaison, or reviewing professional literature to identify possible improvements.

A reference page & slide in APA format should be included for any research and interviews conducted. In-text citations should be included in the outline.

You will make a 8-10 minute PowerPoint presentation during seminar addressing the following (very important to stay within your timeframe in order for all students to finish in time):

- a. A *brief summary* of sections a-c of your outline
- b. Detailed information about sections d and e of your outline

D. INTEGRATIVE PAPER-150 points

During practicum, students prepare an integrative paper designed to reflect the student's learning throughout the BSW curriculum and ability to apply knowledge, concepts, theories, and skills to the field experience.

Students will write a paper in APA format that is at least 10-12 double-spaced pages (not including references or a cover page) in a

12-point font type. A minimum of five professional references are required. The paper will include two sections:

Section 1: Work with a Client System

- Drawing from what you learned in SOCW 410, describe the clients served by your practicum agency and present one client's case in summary format including: presenting problem(s), client/system history that precipitated or led to the presenting problem(s), interventions chosen and intervention goals (written in behavioral terms), and an evaluation of the success of the interventions (outcomes achieved).
- Describe the findings from three professional sources (peer reviewed literature) you found pertinent to your client system and describe how they informed your work with the client system.

Section 2: Skills and Concepts used in Practicum

Using at least two professional sources of peer reviewed literature:

- Drawing from what you learned in SOCW 250 and SOCW 325, choose one human behavior theory, explain it and describe how the theory assisted you in understanding the clients and/or the agency.
- Drawing from what you learned and practiced in SOCW 200 and SOCW 410, identify at least three micro practice skills which you used while at your field placement. Name and describe the skills and explain how, where, and when you used them.
- Identify diversity issues which were raised in the course of working with the client system and how you managed them.
- Considering the NASW Code of Ethics, which you should have studied and referenced in all of your SOCW courses, name and discuss the professional ethics and values which were raised by working with the client system and how they affected your decision-making.
- Describe the social and economic justice issues raised during the course of work with the client system. Consider the several social and economic justice issues addressed in SOCW courses 220 and 320 in which you learned about social welfare policy and programs. How did these issues impact your work and ability to address the needs of the client system?

- Drawing from what you learned in SOCW 220 and SOCW 320, choose one policy, either national, state, or organizational which impacts your client system and/or agency. Describe the policy and the nature of its impact on this population or agency. The Indiana General Assembly's website may be a helpful source.
- Drawing from what you learned in SOCW 430, identify and discuss at least three macro practice skills which you used while at your field placement. Name and describe the skills and explain how, where, and when you used them.
- Discuss how your practicum and this assignment helped you to identify professional strengths and challenges. Name at least two strengths and identify how you plan to build them into your social work practice. Name at least two professional challenges you identified and how you will address them in your professional development.

A reflection about your agency will be presented in the small group. More details to come in Seminar Three.

E. BSW PROGRAM CRITIQUE – 10 points

On a typed document, without your name:

1. Describe at least two *strengths* of Ball State's BSW program that prepared you for your practicum and future professional practice.
2. Describe at least two *recommendations* you have to improve the BSW degree program, based on your pre-practicum experience, your practicum experience and on reflections for any assignments for SW 462 seminars. Separate suggestions into the following categories, using only those that apply to your recommendations:
 - Course content prior to practicum
 - Practicum arrangements, content
 - Overall BSW curriculum
 - Other suggestions to Social Work Department

3. If you knew then what you know now, describe one or two things you *would have done differently* when completing a BSW degree at BSU.

Submit your critique on Canvas. The critiques will be downloaded as a group and will not be reviewed by liaisons.

**Ball State Department of Social Work
Course Policies
Updated Fall 2025 (8/14/2025)**

Changes to Syllabi and Course Schedules

To support a learning experience that is responsive to the needs, interests, and pace of our class community, the course schedule and syllabus (provided to you by the instructor in Canvas) may shift over the semester. It is also subject to change and the instructor reserves the right to make these modifications to the course. The most current version of the schedule will always be available on Canvas. Students are encouraged to check Canvas regularly for updates and contact your instructor of record if you have any questions.

Ball State 2025-26 Academic Calendar:

<https://www.bsu.edu/calendar/calendars/academic-calendar>

Textbook Affordability Program at Ball State (TABS)

Ball State University, in partnership with our Barnes and Noble bookstore, has established the Ball State First Day program to further promote textbook affordability. Your instructor may also have copies of your textbooks available to be checked out at the College of Health Library or one of the other BSU Libraries. More details on the First Day program can be found here: [Ball State First Day | Ball State University](#)

BALL STATE UNIVERSITY STATEMENTS

We are committed to ensuring that all members of the community are welcome, through valuing the various experiences and worldviews represented at Ball State and among those we serve. We promote a culture of respect and civil discourse. If you need course adaptations or accommodations because of a disability, please contact the instructor of record as soon as possible. Ball State's Disability Services Office coordinates services for students with disabilities; documentation of a disability needs to be on file in that office before any accommodations can be provided. Disability Services can be contacted at 765-285-5293 or dsd@bsu.edu.

Freedom of Expression

In all social work courses, we are committed to fostering a learning environment that values intellectual diversity, encourages free expression, and promotes open inquiry. As members of the Ball State Community, we treat each person in the Ball State community with civility, courtesy, compassion, and dignity and respect and learn from differences in people, ideas, and opinions. Please review Ball State University's Statement on Freedom of Expression, the resources on Ball

State's Freedom of Expression webpage(<https://www.bsu.edu/about/freedom-of-expression>) and Ball State's Beneficence Pledge: <https://www.bsu.edu/about/beneficence>

SOCIAL WORK DEPARTMENT ATTENDANCE POLICY

General Statement

For all on campus courses, attendance is taken by the instructor for each class period. Students will be asked to sign in or verbally share their presence with the instructor.

The attendance policies of the Department of Social Work remain consistent with past years. Any updates or modifications to these policies, as approved by faculty are communicated to students in syllabi and/or other forms of communication. These updates will be provided on a semesterly basis.

ATTENDANCE POLICY

With all social work courses considerable learning occurs during the class session that cannot be easily "made up" when a class is missed. Therefore, students are required to attend all scheduled classes. Students are expected to arrive on time for each class and to remain until class is dismissed. Attendance in class encourages student success, promotes professional behaviors, supports the work of classmates, and promotes responsibility to the social work field. Attendance will be taken digitally or through the use of a sign in sheet.

The Department of Social Work will only excuse absences for funeral and bereavement, admitted hospitalization, or other official activities (e.g., jury duty and military obligations). Students must provide basic documentation for any excused absence. The need for extensive absences for any of the above reasons will warrant a discussion about an incomplete or course withdraw. All other absences are considered unexcused and will count towards a student's allowed number of absences before a grade deduction.

Grade Consequences for Missed Classes

Absences of 10% or more of class sessions (1/2 day of one seminar) will result in an automatic drop in the final grade by a half letter grade (a B becomes a B minus), and absences of 20% or more of class sessions (one seminar day) will result in an automatic drop in the final grade by one full letter grade (an A becomes a B). Students who miss more than one seminar day will be brought up as a student of concern per our Academic Performance Review Policy and risk dismissal from the program.

ADDITIONAL BALL STATE UNIVERSITY POLICIES AND STATEMENTS

Equal Opportunity Policy

Ball State University is committed to the principles of nondiscrimination and equal opportunity in education and employment. Further, the University is committed to the pursuit of excellence by prohibiting unlawful discrimination and providing equal opportunity to individuals without regard to race, religion, color, sex (including pregnancy), sexual orientation, gender identity or gender expression, disability, genetic information, ethnicity, national origin or ancestry, age, protected veteran status, or any other legally protected status. This commitment enables the University to provide qualified individuals access to all academic and employment programs on

the basis of demonstrated ability without regard to personal factors that are irrelevant to the program or job requirements involved.

The University assigns a high priority to the implementation of this equal opportunity policy to expand its efforts to guarantee equality of opportunity in employment.

The University President affirms the commitment to equal opportunity. All persons involved in the decision-making process, including members of faculty and other employee committees, shall act in a nondiscriminatory manner. The Director of Employee Relations has been specifically designated to be responsible for overall compliance with all federal and state laws and regulations regarding nondiscrimination, and with approval of the President, is authorized to make any necessary modifications to this policy for purposes of regulatory compliance. To ensure equal opportunity and nondiscrimination, each member of the Ball State University community must understand the importance of this policy and his/her responsibilities to contribute to its success. This policy seeks to encourage the reporting of incidents so they may be addressed. Students, employees, and applicants shall not be subjected to harassment, intimidation, threats, coercion, discrimination, or retaliation because they have engaged or may engage in any of the following: 1) filing a complaint; 2) assisting or participating in an investigation, compliance review, hearing, or any other activity related to the administration of any federal, state, or local law requiring equal employment opportunity; 3) opposing an act or practice deemed unlawful by a federal, state, or local law requiring equal employment opportunity; or 4) exercising any right according to this policy and/or any other lawfully protected right.

Complaints regarding unlawful discrimination or retaliation should be filed within 300 calendar days following the alleged act or incident giving rise to the complaint with the Assistant Director of Equal Opportunity and ADA Coordinator in accordance with the Ball State University Equal Opportunity Complaint Investigation Procedure and Appeal Process. The University encourages the prompt filing of all complaints. A copy of this document may be obtained by contacting the Assistant Director of Equal Opportunity and ADA Coordinator. Any individual or group found to have violated this policy will be subject to disciplinary or remedial action, up to and including termination of employment or expulsion from the University. Faculty and staff who are determined to have violated this policy also may be held personally liable for any damages, settlement costs or expenses, including attorney fees incurred by the University. The University maintains an audit and reporting system to determine overall compliance with its equal employment opportunity mandates.

Revised by the Board of Trustees July 24, 1998, July 19, 2013, July 17, 2015, November 14, 2022. Revised pursuant to delegation April 17, 2025

Reference of Policy: <https://www.bsu.edu/about/administrativeoffices/employee-relations/policies-and-legal-information/equal-opportunity-policy>

Furthermore, all departmental and program practices are subjected to the standards embodied in the Council on Social Work Education (CSWE) [2022 Educational Policy and Accreditation](#)

[Standards](#), the code of ethics found in the [National Association of Social Workers](#), and Ball State University's [Code of Student Conduct](#).

Diversity Statement

Ball State University aspires to be a university that attracts and retains a diverse faculty, staff and student body. We are committed to ensuring that all members of the community are welcome through valuing the various experiences and worldviews represented at Ball State and among those we serve. We promote a culture of respect and civil discourse as expressed in our [Beneficence Pledge](#). For Bias Incident Response information, [visit the webpage](#) or e-mail reportbias@bsu.edu

Title IX

Ball State University is committed to providing a safe and inclusive learning environment for all students. If you or someone you know has experienced sexual harassment—including sexual assault, dating violence, domestic violence, or stalking, please know that you are not alone. The University offers support services and resources. For more information or to report an incident, please visit bsu.edu/titleix or contact the Title IX Coordinator at 765-285-1545 or at titleix@bsu.edu

All instructors at BSU are mandatory reporters under the Title IX policy and required to report any information they receive about possible sexual harassment. This includes information shared in class discussions, assignments, or private conversations.

What happens after I report? The Title IX Coordinator will email the person who experienced sexual harassment (complainant) and invite them to schedule a meeting. If the complainant **chooses** to meet with the Title IX Coordinator,

- Title IX Coordinator will offer supportive measures (e.g., counseling, extensions on deadlines, course-related adjustments, changes to work or class schedules, and/or referrals to campus offices), review the policy, and discuss options to move forward.
 - If a complaint is filed by the complainant or the University, an investigation will begin following University policy.