Tulane University
SCHOOL OF SOCIAL WORK

STUDENT RIGHTS AND RESPONSIBILITIES HANDBOOK

2016-2017
TULANE SCHOOL OF SOCIAL WORK
STUDENT RIGHTS AND RESPONSIBILITIES

INTRODUCTION AND WELCOME

August 2016

Dear Students,

Welcome to Tulane School of Social Work and our learning community of social work professionals. We trust this is the beginning of a long and productive relationship with this school.

The Student Rights and Responsibilities Handbook is a compilation of agreements about how we work within our school. Guided by Tulane University policies and the NASW Code of Ethics, the handbook covers a variety of academic and professional standards that are critical to this school and the profession of social work. It is applicable to students in the both the MSW and DSW programs.

Through the SGA, students have representatives on School Committees, which gives them a voice in the development of policies and procedures that affect them. In particular, student representatives have voting rights on the School’s Educational Policy Committee and are welcome to attend all Faculty Meetings.

We urge you to become familiar with these policies which reflect your rights and responsibilities as part of the TSSW program.

Thank you.

Regards,

Patrick S. Bordnick
Dean, School of Social Work

Sheila Gold
Interim Director of Student Affairs
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STUDENT GOVERNANCE POLICIES

GENERAL STATEMENT OF STUDENT RIGHTS AT TULANE

We are honored that you have entrusted Tulane with your education. You now are a part of a community that comprises one of the finest faculties and student bodies in the world. With this privilege, however, there are fundamental responsibilities required for the establishment and maintenance of an optimal learning environment.

Your rights as a citizen are neither increased nor lessened by your status as a student at the Tulane University and Tulane School of Social Work. As a member of this academic community, however, you do have added responsibilities. These added responsibilities include your consistent practice of civility towards others; your respect for the expression of diverse opinions; your insistence on academic honesty and integrity; your demand that all members of the university be accepted and judged as individuals without regard to their race, sex, religion, color, creed, disability, sexual orientation, national origin, ancestry, or age; and your efforts to insure that the community is safe from violence, harassment, fraud, theft, disruption and intimidation. Along with your added responsibilities, you have a right to expect that the University will develop and implement appropriate procedures to enforce and support these standards. The following basic rights accrue from your added responsibilities as a student.

As with any community, Tulane can function because its constituency adheres to a set of standards and policies. The rules and regulations recorded in this handbook are made available to students so that you may learn, understand and adhere to these standards and policies. By embracing what is special about Tulane, you ensure that your time here will be both memorable and rewarding.

THE INFORMATION IN THIS PUBLICATION APPLIES TO THE 2016-17 ACADEMIC YEAR AND IS ACCURATE AND CURRENT, TO THE EXTENT POSSIBLE. AS OF AUGUST 2016 THE UNIVERSITY RESERVES THE RIGHT TO CHANGE THE INFORMATION HEREIN WITHOUT PRIOR NOTICE, IN ACCORDANCE WITH ESTABLISHED PROCEDURES.

The general Student Guide for Tulane University may be accessed online at http://tulane.edu/studentaffairs/conduct/. Tulane University is an Affirmative Action/Equal Employment Opportunity institution and consequently its policy of non-discrimination includes recruitment, employment, retention and promotion of the most qualified students, faculty and staff, regardless of an individual’s race, sex, color, religion, national/ethnic origin, citizenship, marital status, sexual orientation, disability or veteran status.

Tulane University does not discriminate in its provision of services and benefits and in its treatment of students, patients and employees. The Office of Institutional Equity monitors on an ongoing basis compliance with all University policy concerned with affirmative action/equal employment opportunity. Inquiries regarding this policy may be referred to the Office of Institutional Equity.

Tulane University is committed to a policy of compliance with Federal laws and regulations concerning nondiscrimination on the basis of race, sex, color, national/ethnic origin, religion, age, disability, or veteran status in educational or institutional programs and activities. Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and other similar legislation prohibit such discrimination. The Office of Institutional Equity is designated to assure compliance with nondiscrimination requirements and to be available to receive confidential inquiries or complaints.

Tulane University has implemented grievance procedures concerning cases of alleged discrimination, including those of alleged sexual harassment, for faculty, staff, and students. It is the policy of the University that harassment on the basis of sex among employees constitutes an impermissible employment practice, which is subject to disciplinary action and shall not be tolerated. Sexual harassment involving students and University personnel or among students is equally impermissible and not tolerated. The University is committed to providing an environment to study free of sexual harassment.
FAMILY EDUCATION RIGHTS AND PRIVACY ACT: ANNUAL NOTIFICATION OF RIGHTS

Tulane University complies with the provision of the Family Education Rights and Privacy Act of 1974 (Buckley Amendment), which was enacted to protect the privacy of education records, to establish the right of students to inspect and review their education records, and to provide guidelines for the correction of inaccurate or misleading data. The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

1. **The right to inspect and review the student’s education records within 45 days of the day the University receives a request for access.**

   Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. **The right to request the amendment of the student’s education records that the student believes are inaccurate or misleading.**

   Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. **The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.**

   One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request of a post-secondary institution, Tulane discloses education records without consent of the student to officials of another school in which a student seeks to enroll. Tulane will make a reasonable attempt to notify the student of the records request.

4. **The right to file a complaint with the U.S. Department of Education concerning alleged failures by Tulane to comply with the requirements of FERPA.**

   The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 600 Independence Avenue, SW Washington, DC
STUDENT GOVERNANCE POLICY: STUDENT GOVERNMENT ASSOCIATION 7/2015

In general, students are able to approach any administrator, full-time or adjunct faculty, or professional staff member to offer suggestions or concerns about the functioning of the School.

Formal student involvement in governance of the school is through the Student Government Association. The Student Government Association (SGA) at the Tulane School of Social Work (TSSW) is the official voice of all graduate and professional students at TSSW. The fundamental values of the social work profession, expressing the worth, dignity, and uniqueness indigenous to all persons as well as their rights and opportunities, shall be reflected in the expression of the actions of the organization.

The SGA is committed to:
- Support the professional and personal development as well as scholastic attainment of all students enrolled in a degree-seeking program at TSSW.
- Promote understanding among students, faculty, administration and alumni, coordinate the student activities of TSSW and its degree-seeking students and programs, further professional, social and public service interests, and to maintain a professional standard as established by the National Association of Social Workers’ Code of Ethics as well as general professional standards and ethics.
- Accurately represent the concerns and needs of TSSW degree-seeking students to the school’s administration, and promote and assist in the development of professional, knowledgeable, and ethical individuals that will become valuable assets to fellow colleagues, TSSW, Tulane University, the community, and the professions in which they serve.
- Ensure to the best of its ability the inclusion of all of the student body including full time students, part time students, masters or doctoral level students, advanced standing students, and transfer students for any and all degree-seeking programs.

The SGA and its Board shall accomplish these objectives by serving as an educational, cultural, and social force within the school and the community; as a media for the expression of student opinion; as an instrument of student action and participation; as a facilitator of effective communication between students and faculty.

Constitution and . Specific information about the management and operations of the SGA can be reviewed in the Constitution, Bylaws, and any other related materials posted on the TSSW SGA’s website. That website can be accessed at http://tulane.edu/socialwork/.

Membership. The Student Government Association (SGA) of the Tulane School of Social Work is affiliated with the Associated Student Body (ASB) of Tulane University. All students enrolled in a degree-seeking course of study at TSSW are considered members of the SGA and encouraged to participate in meetings and/or events. There are no fees required as part of the membership of the TSSW SGA.

Officers. Officers are elected to manage the SGA from the student body of the TSSW. As TSSW is a diverse community with multiple degree programs, Board members will be elected through a nomination and election process that is fair and equitable for all degree programs, regardless if those programs are housed directly at the TSSW main building or in a satellite location.

While the roles may change from year to year based on the needs of the TSSW, the SGA shall have a Senior Leadership Team of select members from the Board. These positions include the President, Vice President of Social Work, Vice President of Disaster Resilience Leadership Academy, Vice President of Finance, and the Secretary.
The SGA encourages and welcomes feedback from the TSSW community at all times in order to maximize and make everyone’s time at TSSW as meaningful as possible.

**STUDENT GOVERNANCE POLICY:**  
**STUDENT ORGANIZATIONS**  
8/2015

Students have the right to form organizations to advocate and support concerns and issues that reflect social work values. The organizations can be registered with the University through OrgSync. Any inquiries pertaining to student organizations can be directed toward the Assistant Dean/Director of Student Affairs.

**How to Get Recognized (Requirements)**
- Identify Faculty Advisor.
- Create a mission/purpose and set of goals that are reflective of professional ethics and values. Submit these along with an initial membership list to the Assistant Dean/Director of Student Affairs and Faculty Advisor for review.
- Once approved, register with OrgSync (See TSSW-SGA Communications Representative or the SGA Faculty Liaison for assistance).

**Recommended:**
- Have a member designated to act as a liaison between organization and Tulane School of Social Work (TSSW) Student Government Association (SGA).
- Build a constitution, by-laws, and logic model for growth and sustainability.

**What are the guidelines for student organizations?**

All TSSW student organizations must:
- Be reflective of professional ethics and values
- Abide by all university rules and regulations and procedures applicable to students and to official student organizations.
- Submit mission/goals to the Assistant Dean/Director of Student Affairs for review every two years or whenever changes are made. All changes must be approved by the Assistant Dean/Director of Student Affairs, who reserves the right to review organizations at any time.
- Follow procedures for funding requests. SGA funding has a current cap of $1200 per Tulane fiscal year (July 1 - June 30) for each student organization, provided that the SGA has a healthy monetary situation. For funding from SGA, a budget must be submitted to the President and Finance VP, who review and approve any request up to $750. A request of $751-$1200 is reviewed by the entire SGA. Additional funds may be available through GAPSA (contact GAPSA Treasurer) or the Dean’s office (contact Director of Student Affairs).
- Create and submit an annual report including all financial expenditures that is shared with the SGA, Faculty Advisor and Director of Student Affairs.

**Benefits of Being Recognized:**
- Use the Tulane name as part of the organization name (the Tulane name may be used only for purposes generally consistent with the TSSW purpose and only for identification as a student organization).
- Ability to apply for funding from the TSSW-SGA, GAPSA, and through the TSSW’s Dean office.

**STUDENT GOVERNANCE POLICY:**  
**STUDENT SOCIAL EVENTS**  
7/2015

The School of Social Work encourages socializing among students both inside and outside of the classroom. We hope that you develop professional and personal relationships that will support you through your degree program and after you graduate. The intent of these events is to meet your peers, create lasting friendships, and develop a support network that will make your time at TSSW meaningful and worthwhile.

The Student Government Association (SGA) sponsors a number of events each year, some of which are paid for out of the student fees that all students pay as part of their semester tuition such as service events, wellness events,
and gatherings at local off-campus venues. Students are of course welcome to have private social events that are not sponsored by the School. **Note that anything that is paid for by the SGA or the School is considered a formal event and as such certain documentation and procedures must be followed.

In all events, but particularly SGA-sponsored events, we ask that basic values be honored that are part of safety, part of our professional ethics, and part of our respect for each other:

- Ensure that everyone is included and welcome at all events, being inclusive of all degree programs (social work or disaster resilience leadership) as well as taking into account the diverse schedules for both full-time and part-time students’;
- Promote moderation of alcohol and provide options for students that do not consume alcohol; and,
- Put in place safety precautions, especially at night, to insure that everyone returns home safely*

All social events must follow the established Tulane University Protocol: *(University protocol is subject to change – please confirm protocol with the Vice President of Finance of the SGA.)*

1. **Payment.** Payment for on-campus SGA sponsored social events is done through the Vice President of Finance of the SGA. The VP-Finance’s request for payment must be submitted to the Office of Student Programs no less than three weeks before the event so the accountant can issue payment to the selected vendor(s). It is important that receipts be itemized and all receipts submitted to the VP-Finance no more than five (5) business days after any event sponsored by the School.

2. **Responsible Hosts.** All SGA sponsored events that will have alcohol must have a “Responsible Host.” The Responsible Host is an individual who has gone through the “Host” training and agrees not to drink at the event. There must be one (1) Responsible Host for every 50 individuals at a school sponsored event. All SGA board members are required to go through this training within the first 90 days of assuming their roles. This training is available on the Uptown Campus periodically. Anyone is welcome to attend the training and the training is good for two (2) years. More information and a list of training dates can be found at [http://tulane.edu/health/wellness/responsible-host.cfm](http://tulane.edu/health/wellness/responsible-host.cfm). You will need to register in advance to attend this training. Your name will be added to the master list of Responsible Hosts that is maintained at the website listed above within a week of passing the certification exam.

3. **Safety.** All on-campus events which serve alcohol must have security present. Security can be ordered through the Campus Police. Please call the non-emergency number for the downtown Tulane University Police Department at (504) 988-5531. The Tulane Police Department offers Personal Escorts for on-campus to on-campus or on-campus to off-campus (locations must be within one mile of campus) locations. Escorts will be given by Tulane Police officers, Admiral Security officers, or Student Marshalls, either on foot, bicycle, or police vehicle. Students can request a Safety Escort 24 hours a day, 7 days a week. Call (504) 865-5381 to request a Safety Escort.

**STUDENT GOVERNANCE POLICY**: SAFETY AND SECURITY / EMERGENCY REPORTING 6/2015

Student safety is Tulane's top priority, and we utilize cutting-edge security and emergency preparedness systems to ensure it.

For your safety, MSW students have their ID coded to have access to the TSSW building only from 7:00AM – 10:00PM Monday through Thursday and 7:00AM – 6:00PM on Friday. The building is locked on weekends unless there is a class or a special event. No security is available on the weekends unless we arrange it at an extra cost. We encourage the use of the Matas Library on the weekends.

Please call 504-988-5555 in case of emergency. The [Tulane University Police Department (TUPD)](http://tulane.edu/police) patrols Tulane's campus and its neighboring areas 24 hours a day, 365 days a year. The full-service law enforcement agency is separate from, but operates in cooperation with, the New Orleans Police Department. The staff includes
approximately 50 full-time commissioned police officers, who are trained at state-certified police academies and meet the requirements of the Louisiana Peace Officer Standards of Training. The staff also includes 15 support staff members and more than 40 part-time student employees, who receive special training in campus law enforcement.

**TUPD's SERVICES INCLUDE, FREE OF CHARGE:**

- [Safety programs and seminars](#), including self-defense and crime prevention orientations
- [Regular shuttle service](#) on and between Tulane campuses, as well as off campus to shopping, movie theatres, and special events
- Gold Zone shuttles for late-night transportation on and off campus
- Personal [officer escorts](#) 24 hours a day, 7 days a week. The Tulane Police Department offers Personal Escorts for on-campus to on-campus or on-campus to off-campus (locations must be within one mile of campus) locations. Escorts will be given by Tulane Police officers, Admiral Security officers, or Student Marshalls, either on foot, bicycle, or police vehicle. Students can request a Safety Escort 24 hours a day, 7 days a week. Call (504) 988-5555 to request a Safety Escort
- [RAVE Guardian](#), a virtual safety escort service that notifies TUPD if a participating student does not arrive at their destination on time. Once you register and create a user profile, you may request a virtual safety escort by simply dialing the number and inputting the amount of time you believe it will take for you to arrive at your destination. Upon your safe arrival, simply call RAVE Guardian and deactivate the timer. If you do not deactivate the timer before it expires, TUPD will be notified and we will follow up.

**EMERGENCY REPORTING**

Tulane requires the prompt notification to the University of student emergencies on campus or abroad, which can be made by Tulane faculty, staff or students. Please report all student emergencies or issues to [http://tulane.edu/concerns](http://tulane.edu/concerns), including any:

- [Health emergency](#) (not a doctor visit for a cold, but a situation that would concern a parent)
- [Mental health issues](#) (any marked change in behavior that concerns you; don’t wait for a crisis to consult)
- [Disciplinary and conduct issues](#) (from cheating on a test to bad behavior that is disrupting the program)
- [Allegation of any crime committed against or by a student](#) (from sexual assault to pick-pocketing)
- [Discrimination and/or sexual harassment](#).

In a crisis, the Program Director is responsible for managing student safety issues and responding on the ground. Use the on-line reporting system (above) to notify immediately by email the proper University officials to help you to respond to the situation. When in doubt, report.

If you have questions about reporting or need assistance generally, you can contact the emergency Student Resources & Support Services phone number: 504 920-9900

Other helpful numbers: Erica Woodley, Student Conduct: 504 314-2160/504 669-4412
Deborah Love, Office of Institutional Equity: 504 247-1712
Scott Tims, Student Health: 504 865-5752
TUPD: 504 865-5911 / 988-5555 (downtown)
ACADEMIC AND PROFESSIONAL STANDARDS (A&PS)

POLICY: VALUES AND ETHICAL PRINCIPLES OF THE NASW CODE OF ETHICS

NASW Code of Ethics Preamble: Excerpts

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

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

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession’s history, are the foundation of social work’s unique purpose and perspective. This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within a moral community. Rather, a code of ethics sets forth values, ethical principles, and ethical standards to which professionals aspire and by which their actions can be judged. Social workers’ ethical behavior should result from their personal commitment to engage in ethical practice. The NASW Code of Ethics reflects the commitment of all social workers to uphold the profession’s values and to act ethically. Principles and standards must be applied by individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments. Values and Ethical Principles of the NASW Code of Ethics

The following broad ethical principles are based on social work’s core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.

Value: Service
Ethical Principle: Social workers’ primary goal is to help people in need and to address social problems.
Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

Value: Social Justice
Ethical Principle: Social workers challenge social injustice.
Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers’ social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

Value: Dignity and Worth of the Person
Ethical Principle: Social workers respect the inherent dignity and worth of the person.
Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients’ socially responsible self-determination. Social workers seek to enhance clients’ capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients’ interests and the broader society’s interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

Value: Importance of Human Relationships
Ethical Principle: Social workers recognize the central importance of human relationships.
Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

Value: Integrity
Ethical Principle: Social workers behave in a trustworthy manner.
Social workers are continually aware of the profession’s mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

Value: Competence
Ethical Principle: Social workers practice within their areas of competence and develop and enhance their professional expertise.
Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

AP&S POLICY: PROFESSIONAL STANDARDS WITHIN A LEARNING COMMUNITY 8/2016

The Master of Social Work is a professional degree; therefore meeting academic performance standards is a necessary, but not sufficient outcome for ensuring continuation in the School’s degree programs. Our learning community is dependent upon each of us upholding our shared professional responsibility of for ethical and respectful behavior. Students are expected to show high levels of interpersonal skills, including deep respect for differences, empathetic and compassionate communication even in difficult situations, and demonstrated self-awareness. Students agree to know and work by the professional standards of the School, the University, and the National Association of Social Workers (NASW) Code of Ethics.
Some specific guidelines are as follows:

**Active Participation**
Meet course expectations and maintain an overall 3.0 GPA
Meet attendance expectations of classes, field placement, and other meetings with regularity and reliability
Notify professors, field instructors, and colleagues prior to any absences or late arrivals
Arrive for class, field placement, and other meetings prepared to participate
Be an active and thoughtful participant in classes, meetings, and field settings. Seek out information, be a self-advocate for your own learning.

**Interpersonal Skills and Conduct**
Demonstrate integrity and honesty in all personal and academic matters
Demonstrate willingness to work collaboratively with others
Show respect for others' opinions and seek to understand those that are different
Encourage and support a safe learning environment
Remain open to positive and constructive feedback from peers, faculty, staff, and field instructors
Demonstrate a willingness to understand and engage difference and diversity
Maintain attire and appearance in accord with the expectations and standards for the setting

**Personal and Group Communication Skills**
Demonstrate the ability to objectively discuss and process information
Clearly articulate ideas, thoughts, and concepts
Demonstrate effective and respectful verbal and non-verbal communication, such as eye contact and personal space, to give the same courtesy and respect you appreciate for yourself.
Practice appropriate self-advocacy, while being willing to listen and seek understanding of another’s differences as you try to resolve a conflict.
Take the time to acknowledge your own emotional responses before speaking or acting.
Speak with clarity and compassion, without being aggressive or diminishing the other person.
Monitor the length of your talking and the tone of your voice.
Know that rumors or demeaning statements in person or via social media about students, staff or faculty of this program are not a reflection of professional behavior.

**Self-awareness and Self-control**
Communicate effectively and respectfully
Demonstrate a willingness for self-reflection and an awareness of personal strengths and challenges
Demonstrate an understanding of the appropriate use of self-disclosure
Demonstrate emotional regulation
Demonstrate unimpaired judgment and decision-making
Demonstrate a willingness to change if personal qualities interfere with working effectively

**Confidentiality and Reporting Requirements**
With Peers. While in the School of Social Work, students are expected to maintain confidentiality for peers about personal matters, with special respect for not spreading rumors. Students do have an obligation to report any evidence of unprofessional behavior and especially in the situation where the person may do emotional or physical harm to themselves or others. Students have an obligation to report any violation of the NASW Code of Ethics, or any other policy in this handbook.
With Clients. While in the School of Social Work, students are expected to follow all field agency guidelines about confidentiality and reporting to the supervisor, especially in cases where the person may do emotional or physical harm to themselves or others.
Social media sites (Facebook, Twitter, YouTube, Blogs, etc.) are standard and accepted forums for personal and professional communication. The ease of accessibility and common use of these tools can present potentially serious challenges for social workers and social work students, both personally and professionally. Issues related to privacy, confidentiality, the establishment of professional boundaries and safety, can be compromised when the necessary precautions to protect the clients and colleagues have not been taken.

Students are expected to adhere to social work values, ethics and engage in professional conduct when using social media communication tools, whether using a personal site, a school based site or an agency site. In addition, university guidelines for Academic and Professional Conduct, guidelines against discrimination or harassment, etc. guide the use of these media.

- Demonstrate basic competency in word processing, use of email, and use of Internet
- Use public and private technology in a professional and respectful manner, including but not limited to social networking, texting or emailing, voicemail, and data storage,
- Abide by specific classroom and field policies regarding use of all technologies
- Follow the ethical and legal standards for privacy and confidentiality in accordance with state, federal, agency, and institutional standards

The following are guidelines for any student Facebook page which has Tulane, TSSW or Tulane School of Social Work included in the name:

Hi. Welcome to the Tulane School of Social Work Fall 2016 Facebook page! This page has been created to support our professional learning and is administered by _______(fill in)_________(eventually should have at least 2 administrators ). Membership on the Facebook page is a choice, not an educational requirement.

The page has the following guidelines to support our community of learners:
1) This page is primarily used to discuss:
   - Academic matters (homework, scheduling, pertinent articles, etc.)
   - Financial aid and housing (work-study, loans, apartment shares, etc.)
   - Social and advocacy events that extend to the entire cohort
   - Professional development (jobs, CEUs, outside lectures/trainings, etc.)
2) It’s helpful to use a subject heading of one of the above topics for every post.
3) All posts will be respectful and supportive of the community including students, faculty and staff, upholding the NASW code of ethics, professional expectations and all university codes of conduct. Demeaning comments, rumors, or jokes directed at any cohort member, faculty, staff or any group in our society are not allowed. If concerns arise with another member of the community, we are committed to dealing with those concerns directly, not in a public forum such as this page.
4) Personal matters are best shared on our own individual Facebook page.
5) If any demeaning comments are made, the post in question will be deleted. Upon the individual's second infraction, the individual will be removed from the page.

OTHER UNIVERSITY/TSSW RULES:
1. NO firearms are allowed on Tulane property.
2. No alcohol is allowed in classrooms without specific permission from the instructor. Alcohol cannot be present in the building without security and a responsible host for student events.
3. Tulane is a smoke-free campus. Smoking, tobacco products and electronic cigarettes are not allowed in any Tulane building, parking lot, or vehicle.
4. Distracting or inappropriate behavior will be considered grounds for dismissal from the classroom. The protocol is as follows:
Step One: The instructor will ask you to stop the behavior.
Step Two: If you persist in or repeat the behavior, you will be asked by the instructor to leave the classroom, and the Director of Student Affairs will be notified.
Step Three: If you refuse to leave or become belligerent toward a professor or classmate, Campus Police at 988-5531 will be called to escort you from the building.
Step Four: An Academic Conference or Administrative and Professional Review may be convened to determine your status in the program.

5. See University policy on Disruptive and Threatening Student Behavior: http://tulane.edu/studentaffairs/upload/Disruptive-and-Threatening-Student-Behavior-Final.pdf
6. See University policy on Student Conduct: https://tulane.edu/studentaffairs/upload/ConductPolicies73-83-2.pdf

A&PS POLICY: CODE OF ACADEMIC CONDUCT 6/2012

OVERVIEW
The integrity and reputation of the Tulane School of Social Work depends on the honesty of the entire academic community in all of its endeavors.

This implies that the School’s faculty, students, administration and staff are willing to adhere to and uphold the Code of Academic Conduct. Every member of the academic community has the duty to take action by reporting any observed or suspected Code violations. Under no circumstances should any member of the academic community tolerate any form of academic dishonesty.

Students are expected to represent themselves honestly in all work submitted for academic purposes. When a student puts his or her name on any material submitted as an academic assignment, he or she vouches that both the content of the assignment and the process through which the assignment was produced conform to the standards of the Code of Academic Conduct. This principle applies to all forms of academic assignments including, but not limited to, papers, tests, homework assignments, artistic productions, laboratory reports, presentations, and computer programs.

The authority for adopting a Code of Academic Conduct is pursuant to paragraph II (b) of the Unified Graduate Student Code of Academic Conduct for Tulane University. See RIGHTS AND RESPONSIBILITIES

All members of the academic community shall foster an environment that encourages adherence to the principles of honesty and integrity.

Every student enrolled in a course in the School of Social Work is responsible for adhering to and upholding the Code of Academic Conduct. Every student matriculated in the Tulane School of Social Work will receive a copy of the Code at either orientation or registration. Students have the responsibility to become thoroughly familiar with the Code and to conduct themselves at all times in a manner consistent with its principles. Lack of familiarity either with the Code or with the application of its principles to any specific assignment does not constitute an excuse for non-compliance.

The School's faculty, administration, and staff are also responsible for adhering to and upholding the Code of Academic Conduct. Faculty, administration, and staff also have the responsibility to become thoroughly familiar with the Code and to conduct themselves at all times in a manner consistent with its principles. As in the case of students, lack of familiarity either with the Code or with the application of its principles does not constitute an excuse for non-compliance.
All parties shall protect the integrity of academic materials including testing materials, software, and copyrighted documents.

**ACADEMIC CONDUCT VIOLATIONS**
Any action that indicates a lack of academic honesty and integrity shall be considered a violation of the Code of Academic Conduct. Examples of violations include, but may not be limited to:

- **Cheating**: Unauthorized giving, receiving, or use of material or information in academic assignments, or the attempt to do so.

- **Plagiarism**: Use of ideas, data or specific passages of another person’s work that is unacknowledged or falsely acknowledged. Any paraphrasing or quotation must be appropriately acknowledged.

- **Falsification of Research**: Fraudulent or deceptive generation of data or the knowing use of data gathered in such a manner.

- **Unauthorized Collaboration**: Unauthorized collaboration in the performance of course assignments.

- **Multiple Submissions**: Presentation of the same assignment for credit in two distinct courses.

- **Misrepresentation**: Performance of an academic assignment on behalf of another student.

- **Falsification of Academic Records**: Forging the signature of either an instructor or advisor on registration, course waiver, practicum, or change of grade forms.

- **False Testimony**: Knowingly presenting false accusations or false testimony before the Academic Review Committee or its representatives.

- **Improper Disclosure**: Failure of an Honor Board member to maintain the strict confidentiality of honor board proceedings.

These examples of violations pertain to all forms of academic assignments including, but not limited to, papers, tests, homework assignments, artistic productions, laboratory reports, presentations, and computer programs.

**Persons Who Should Report**

**Outside a Course**  
If a faculty member, staff member, student, or administrator suspects that a violation of the Code of Academic Conduct has occurred outside the context of a particular course (e.g., in the case of falsification of records), he or she should notify the Director of Student Affairs in writing within ten working days of discovery.

**Within a Course**  
When a faculty member, staff member, student or administrator suspects that a violation of the Code of Academic Conduct has occurred within the context of a particular class, he or she should immediately notify the faculty member designated as the instructor of record for that course. The faculty member designated as the instructor of record should consider the appropriateness of informal resolution before reporting the suspected violation to the Assistant Dean of Academic Affairs.
**STEPS TO RESOLUTION**

**Prevention.** It is the explicit intent of this policy that prevention should be viewed as the optimum approach regarding Code of Academic Conduct violations.

Administrative Role in Prevention. The Administration will provide incoming students information about the needed skills and knowledge related to APA formatting and citation. Enrolled students will be provided with a minimum of 1 hour APA review training in the first semester.

Faculty role in prevention. Each faculty member should indicate at the beginning of his or her course how the Code of Academic Conduct applies to course assignments and examinations. For example, a faculty member should give students specific directions about the form and extent of collaboration permitted (if any) in course assignments and examinations, as well as APA citation expectations.

Student role in prevention: each student has responsibility to know the Code of Academic Conduct and in particular, should undertake skill building around APA format. If a student is unsure about how a particular course assignment is affected by the Code of Academic Conduct, including APA expectations or provisions regarding collaboration with other students on an assignment, he or she bears the responsibility for consulting with the instructor.

Sites to visit for tutorials: OWL at Purdue University at https://owl.english.purdue.edu/owl/section/2/10/ or at the University of Southern Mississippi at http://www.lib.usm.edu/legacy/tutorials/apatutorial/tutorialindex.html

Informal Resolution only in Response to low-level APA citation violations.

All faculty members are encouraged to exercise prudent judgment with APA citation problems. Informal resolution (IR) is the preferred course of action if:

- it is the first semester of the program
- the citation problems are related to inadequate skill/knowledge about APA and not meant to be intentional plagiarism

In these instances, the faculty member should

1. Meet with the student(s) involved to discuss the nature of the APA violation (missing or incorrect citations) and the sanction(s) that he or she will impose including revising of the paper, grading implications and/or further APA training.
2. Faculty members can write a brief report discussing the incident and agreed upon resolution, signed by both the instructor and the student. It should include that the student is informed of the need for further training and also their right to a grievance. The student should be notified that the report will be entered in their file in case of repeated violation, but kept only until graduation.

OR

1. Administrative Conference. The faculty member can choose to request an Administrative Conference with the Director of Academic Affairs, the advisor, and the student. If brought to Administrative Conference, a summary of this meeting will be written by the Asst. Dean of Academic Affairs that includes the facts and resolution. This will be provided to faculty, advisor and student and included in the student’s file. The student should be informed of the right to appeal through the grievance process if she or he is not satisfied with the procedural steps or sanction.
2. Information about the incident will be shared with other faculty only if there are repeated violations.

**Formal Resolution Required in Case of Some APA and All Other Honor Code Violations**

An Academic and Professional Standards Review (APSR) with the Tulane Office of Student Affairs will be called for APA violations or other Honor Code Violations if:

- the faculty member believes that the APA violation's severity (intended plagiarism) merits consideration of an APSR or
- the student has violated any other honor code item (besides APA); i.e. cheating, falsification, multiple submissions, etc.
- no negotiated informal resolution around APA citation violations has been reached or
I agree to foster an environment that encourages adherence to the principles of honesty and integrity and a safe and engaging learning environment.

PLEDGE
ACCEPTANCE OF POLICIES AND PROCEDURES

I have received a copy of the Tulane University School of Social Work Handbook for Student Rights and Responsibilities, a compilation of agreements about how we work together within our School. Guided by Tulane University policies and the NASW Code of Ethics, the handbook covers both academic and professional standards that are critical to the school and the profession.

I agree to abide by the Handbook, which includes the Professional Expectations of the Learning Community and the Code of Academic Conduct, knowing there are mechanisms in place to protect my rights, and to make changes to the policies if required.

I agree to foster an environment that encourages adherence to the principles of honesty and integrity and a safe and engaging learning environment.

PROMISE TO Uphold and Accept Policies and Procedures

PLEASE PRINT NAME AND STUDENT IDENTIFICATION NUMBER / signature / date
TSSW holds the Upsilon Pi Chapter of the Phi Alpha Honor Society for Social Work. Two induction ceremonies can be held each year, with membership in this chapter available to:

- all students who have maintained a 3.8 average through the first 45 hours of the MSW program.
- all fulltime social work faculty with a MSW from an accredited university or college.

Current annual fees are $20 per inductee, which should be collected and sent in one check to the National office: Tammy Hamilton, Executive Secretary, Phi Alpha Honor Society East Tennessee State University, Box 70679, Johnson City, Tennessee, 37614. Names of the inductees should be submitted to Tammy Hamilton at phialphainfo@etsu.edu.

Phi Alpha graduation Honor Cords can be purchased through the Phi Alpha office or other graduation merchandise at trophyshopusa.com. The Phi Alpha listserv at Phialpha-subscribe-request@listserv.etsu.edu allows members to network with other chapters across the United States and Canada. For more information contact: Dr. Reggie Ferreira, Faculty Liaison.

A&PS POLICY: **AMERICAN PSYCHOLOGICAL ASSOCIATION (APA) WRITING FORMAT 6/2015**

The social work profession uses The American Psychological Association (APA) format for writing. We expect that each student know and use this format, especially in bibliographic references and citations related to quotations and paraphrasing. Suggested resources:

**APA References:**
- [http://www.lib.usm.edu/legacy/tutorials/apatutorial/tutorialindex.html](http://www.lib.usm.edu/legacy/tutorials/apatutorial/tutorialindex.html) (tutorial)

**Paraphrasing and Quotations:**
- [https://www.indiana.edu/~istd/test.html](https://www.indiana.edu/~istd/test.html) (tutorial)
- [http://writing.wisc.edu/Handbook/QuotingSources.html](http://writing.wisc.edu/Handbook/QuotingSources.html) (resource)
SUPPORT MECHANISMS FOR STUDENT CONCERNS

The following describes mechanisms which guide the school when students have challenges in maintaining minimum academic or professional conduct standards previously and further outlined below. The intention is to support students to be successful in the program and as a beginning social worker.

SUPPORT POLICY: ACADEMIC ALERT 7/31/11

POLICY STATEMENT:

The academic policy at the Tulane School of Social Work stipulates that students must maintain a “B” average in all courses. Academic alert is triggered when a professor reports attendance, academic performance problems during the semester or if a student has made a B- or lower for a course at the end of the semester. The academic alert encourages the student to work with the professor and advisor to ensure that academic performance is maintained. A student or faculty may also request an Administrative Conference.

PROCEDURES:

An academic alert may be triggered through two mechanisms:

1. The Internal Registrar notifies the Assistant Dean of Academic Affairs of any student that has a B- or lower at the end of the semester in any course.

2. Any professor who observes attendance or academic performance problems may also notify the Director of Student Affairs at any point during the semester.

The Asst. Dean of Academic Affairs then checks with the instructor to verify the final grade and sends a letter to the student notifying the student of the concern:

Example:

I have been notified by Professor ________________ that he/she is concerned over your attendance and academic performance in SW_____. I encourage you to speak with Professor ______________________ immediately to address specific class concerns. Further, you may want to remember that your advisor, Professor ______________________, is available for consultation as well.

I have been notified by the registrar that you have received a “___” in SOWK ____________. I encourage you to make an appointment with your advisor, _____________, to discuss this grade. Further I want you to know that I am available for consultation as well. Please remember you must maintain a “B” average to avoid an Academic Conference.

SUPPORT POLICY: ADMINISTRATIVE CONFERENCE 1/21/02

POLICY STATEMENT:

The Tulane School of Social Work may implement an Administrative Conference to provide a supportive, coordinated planning mechanism for students in the Master of Social Work program. Administrative Conference is a collaborative meeting which can be called by student, faculty or staff and is designed to consider any situation in which:


a) a discussion is requested to deal with specific issues of academic or professional standards concern with the student or between student and faculty or staff
b) the student appears at risk for not meeting either academic or professional requirements of the MSW program; or
c) multiple faculty, administrative or other resources are being dedicated to the personal or academic difficulties of any one student; or

PROCEDURES:
1. The student, the student’s advisor, any faculty member or TSSW administrator initiates the Administrative Conference process by contacting Director of Student Affairs, or the school’s Dean. Once requested, the conference will be held within 10 regular working days.
2. Only pertinent parties attend the conference; that is, only those most closely involved with the student’s situation due to their advisory, teaching or administrative role.
3. The conferring parties will develop a plan of improvement with the student, including specific goals and a timeline.
4. The written improvement plan will be held by the student and her/his advisor.
5. The advisor will make progress reports to the appropriate faculty member or administrator.
6. In the event the developmental plan is not followed, or the student’s situation does not improve, a referral to the Tulane University Office of Student Affairs for a full review may be made.
7. If at any point, there is a suggestion of discrimination of race, gender, sexual orientation, religion, the situation must be immediately referred to the Office of Institutional Equity of Tulane University.
8. To create documentation within the University, all non-academic concerns must be reported to the University Office of Student Affairs.

Sample: Administrative Conference Letter
DATE
Dear _______________________,
We are convening an administrative conference on your behalf on ____________________________.
The purpose of the conference is to provide a forum for collaboration with you, your advisor, and others involved in your MSW program at present. The difficulties in communications with field placement and the recent “C” in Methods II are of particular concern, and the conference will hopefully map out a developmental plan to prevent such problems in the future.

Please meet in room #106 downstairs in the School of Social Work at ___________ on Friday, ___________. I ask that you bring your own thoughts and specific plans for class and field success in the MSW program into the conference. Feel free to call me if you have any questions.
Sincerely, Asst Dean

SUPPORT POLICY: ACADEMIC AND PROFESSIONAL STANDARDS REVIEW 8/2016
(TERMINATION OR CONDITIONAL CONTINUANCE OF ENROLLMENT)

The Tulane University Office of Student Affairs has the authority to determine whether or not a student should continue in the School or University, and, if so, under what condition(s). A student may be brought to Review when his/her performance raises questions regarding continuation in the School for academic or professional performance issues, unless there are grounds for automatic dismissal.

Academic Performance Issues
A Fulltime student must be brought to Review when a student receives any of the following during the course of a single semester:
(1) one or more “F” or “U” (unsatisfactory) grades;
(2) two or more “C’s”;
(3) three or more “B” minus.
(4) two or more Incomplete (I) grades in any semester may be brought to Review. The circumstances surrounding the “I” grades will be reviewed by the Director of Student Affairs with the student’s advisor and the student prior to determining whether a Review is warranted.

A Part-time student must be brought to Review when a student receives any of the following during the course of a single semester:
(1) one or more “F” or “U” (unsatisfactory) grades;
(2) one or more “C’s”;
(3) two or more “B-minuses”;
(4) two or more Incomplete (I) grades in any semester may be brought to Review. The circumstances surrounding the “I” grades will be reviewed by the Director of Student Affairs with the student’s advisor and the student prior to determining whether a Review is warranted.

**Automatic Dismissal** A student will be automatically dismissed if she/he receives any of the following grade combinations in one semester: Two “F’s”; one “F” and two “C’s”; three “C’s”; one Unsatisfactory (“U”) plus one “F” or one “U” plus two “C’s”.

**Professional Performance Issues**
According to the Council on Social Work Education (CSWE), Guidelines for Termination for Academic and Professional Reasons, Programs are encouraged to differentially define academic and professional performance in their policies. However, knowledge, skill and value expectations are all academic in a professional program as they relate to a student’s ‘likely performance as a social work practitioner.’ They are ‘professional’ (in the language of the accreditation standard) to differentiate between termination for deficiencies in academic standing and inadequacies in a student’s ability to demonstrate professional conduct and relationship skills and behavior consistent with the values and ethics of the profession.” (Revised May, 2003)

Accordingly, the Tulane School of Social Work framework for professional termination is broad and inclusive of language taken directly from the CSWE guidelines. Students may be terminated from the program, following due process and procedures of the Academic and Professional Review Standards Committee, for “failure to meet generally accepted standards of professional conduct, personal integrity or emotional stability requisite for professional practice, inappropriate or disruptive behavior toward colleagues, faculty or staff at school or field placement (CSWE, May, 2003).

This includes failure to comply with the TSSW’s Field Policy Manual, Professional Conduct Expectations Code of Academic Conduct or with the National Association of Social Worker’s Code of Ethics. If at any point, there is a suggestion of discrimination of race, gender, sexual orientation, religion, disability or age, the situation must be immediately referred to the Tulane Office of Institutional Equity.

Examples of professional performance issues that may result in termination include, but are not limited to:
- scholastic dishonesty through cheating, plagiarism or other confirmed breaches of student ethics such as giving or receiving unauthorized aid during an examination or any work for which academic credit will be assigned;
- professional disrespect of the personal rights and dignity of all persons including students, faculty, supervisors and clients receiving services from the student
- discrimination or harassment related to race, sexual orientation, gender, religion, age
- violating confidentiality of the professional relationship;
- verbal hostility and disrespect for the opinions of students, faculty, or others at school or in field;
- consistent failure to demonstrate effective interpersonal skills necessary for forming professional helping relationships;
• unable to demonstrate a nonjudgmental attitude;
• unable to allow client self-determination; or
• any other violations of the NASW Code of Ethics;
• violations of the policies of the Tulane University Code of Student Conduct

SUPPORT POLICY: ACADEMIC GRIEVANCE AND APPEALS 2/2015

The Tulane School of Social Work supports in principle and in practice the right of any student to access a mechanism for resolving student complaints regarding grades or any other cause affecting their academic experience. This policy covers student grievances of any grade or course concern and the appeal mechanisms for findings of the Grievance Committee or the finding of the Academic and Professional Standards Review Committee.

PROCEDURES:

To Grieve a Course Grade or Other Course Concern. If at any point, there is a suggestion of discrimination of race, gender, sexual orientation, religion, or any form of harassment or retaliation connected to these issues, the situation must be immediately referred to the Office of Institutional Equity (OIE).

Informal Resolution.
1. Within one month (1 month) of receiving official notice of a course grade or for any other cause, the student may make an informal attempt to resolve the grievance by approaching the class or field instructor who is subject to the complaint. An Administrative Conference is available to student and faculty.
2. If the class or field instructor cannot be reached due to vacation or other circumstances, the student should submit a written statement, no later than five (5) weeks of receiving official notice of the grade or concern, to the Director of Student Affairs indicating that the student may file an appeal of the grade or other concern.

Formal Grievance.
3. If the student and the instructor cannot arrive at a mutually satisfactory resolution, the formal grievance should be referred in writing to the Director of Student Affairs, no later than six (6) weeks of receiving official notice of the course grade.
4. To create documentation within the University, all non-academic concerns such as a grievance proceeding must be reported to the University Office of Student Affairs.
5. An ad hoc Grievance Committee consisting of three faculty members and one student appointed by the Director of Student Affairs and one student selected by the executive board of the Student Government Association shall be established and chaired by the Director of Student Affairs.
6. The Chair will invite both the student and the instructor to submit a written statement of their opinions concerning the grievance and to appear before the committee to present their position.
7. The Committee shall render a decision in writing on the matter within ten (10) days of receiving the written statements and communicate the results in writing to the student, the instructor, the Director of Students and the Dean. The Committee records will contain the decision and an explanation of the grounds upon which the decision was reached.

For an Appeal of the Grievance Committee’s Decision.
8. If the student is dissatisfied with the Committee’s decision, the student within three (3) days of receiving the decision may appeal to the Dean. The Dean shall seek to settle the matter within five (5) days and shall notify the instructor and the student in writing of his/her decision. The primary purpose of the appeal is to enable the student to demonstrate in a written statement that one of the following may have occurred during these proceedings:
   • A sanction is grossly disproportionate to the offense.
• Specified procedural error or errors in the interpretation of University regulations are so substantial as to deny the charged student a fair hearing.
• New and significant evidence appears which could not have been discovered by a student before or during the original hearing.
• Evidence appears to suggest that the finding of a violation was arbitrary and capricious. An arbitrary and capricious finding would be one not supported by any evidence.

9. If, in accordance with faculty rights as specified in the Faculty Handbook and in the Constitution and Bylaws of the University Senate and TSSW, the teacher believes that his or her academic freedom or academic responsibilities have been affected by the Dean’s ruling, the teacher may appeal to the Faculty Grievance Committee of the School. The teacher’s appeal must be made within ten (10) days of the action provoking the appeal. If the teacher is dissatisfied with the committee of peers’ decision regarding his or her academic freedom or responsibilities, the teacher may appeal to the Senate Committee on Faculty Tenure, Freedom and Responsibility. That appeal also must be made within ten (10) days of the action provoking it. No grade may be changed until the teacher’s appeal process has been completed.

10. If the student is dissatisfied with the Dean’s ruling, the student may file, within five days of receiving the Dean’s decision, a written appeal with the Senate Committee on Academic Rights, Freedom and Responsibilities of Students.

11. In cases of conflict regarding decision of the divisional peer committee and the Senate Committee on Academic Freedom and Responsibility of Students, the matter shall be referred to the Senate Committee on Faculty Tenure, Freedom and Responsibility. In cases of conflict regarding the decisions of the Senate Committee on Faculty, Tenure, Freedom and Responsibility and either of the other committees stemming from the deliberations described above or in this item, the committees at odds shall meet jointly to discuss the issue. The ultimate findings of the two committees shall be forwarded to the President of the University within ten (10) days.

12. To create documentation within the University, all non-academic concerns must be reported to the University Office of Student Affairs.

For an Appeal of an Academic and Professional Standards Review Committee Decision, If at any point, there is a suggestion of discrimination of race, gender, sexual orientation, religion, or any form of harassment or retaliation connected to these issues, the situation must be immediately referred to the Office of Institutional Equity (OIE).

1. If the student is dissatisfied with the APSR Committee’s decision, the student within ten (10) days of receiving the decision may appeal to the Dean. The Dean shall seek to settle the matter within five days and shall notify the Director of Student Affairs, the committee and the student in writing of his/her decision. The primary purpose of the appeal is to enable the student to demonstrate in a written statement that one of the following may have occurred during these proceedings:
   • A sanction is grossly disproportionate to the offense.
   • Specified procedural error or errors in the interpretation of University regulations are so substantial as to deny the charged student a fair hearing.
   • New and significant evidence appears which could not have been discovered by a student before or during the original hearing.
   • Evidence appears to suggest that the finding of a violation was arbitrary and capricious. An arbitrary and capricious finding would be one not supported by any evidence.

2. If the student is dissatisfied with the Dean’s ruling, the student may file, within five (5) days of receiving the Dean’s decision, a written appeal with the Senate Committee on Academic Rights, Freedom and Responsibilities of Students.

3. If, in accordance with faculty rights as specified in the Faculty Handbook and in the Constitution and Bylaws of the University Senate and TSSW, the faculty who requested the student be brought to review believes that his or her academic freedom or academic responsibilities have been affected by the Dean’s ruling, the teacher may appeal to the Faculty Grievance Committee of the School. The teacher’s appeal must be made within ten (10) days of the action provoking the appeal. If the teacher is dissatisfied with the committee of peers’ decision regarding his or her academic freedom or responsibilities, the teacher may appeal to the Senate Committee on Faculty Tenure, Freedom and Responsibility. That appeal also
must be made within ten (10) days of the action provoking it. No review decision may be changed until the teacher’s appeal process has been completed.

4. If, in accordance with faculty rights as specified in the Faculty Handbook and in the Constitution and Bylaws of the University Senate and TSSW, the faculty who requested the student be brought to review believes that his or her academic freedom or academic responsibilities have been affected by the ruling of the Senate Committee on Academic Rights, Freedom and Responsibilities of Students, the matter shall be referred to the Senate Committee on Faculty Tenure, Freedom and Responsibility.

5. In cases of conflict regarding decision of the divisional peer committee and the Senate Committee on Academic Freedom and Responsibility of Students, the matter shall be referred to the Senate Committee on Faculty Tenure, Freedom and Responsibility. In cases of conflict regarding the decisions of the Senate Committee on Faculty, Tenure, Freedom and Responsibility and either of the other committees stemming from the deliberations described above or in this item, the committees at odds shall meet jointly to discuss the issue. The ultimate findings of the two committees shall be forwarded to the President of the University within ten (10) days.

6. To create documentation within the University, all non-academic concerns must be reported to the University Office of Student Affairs.

SUPPORT POLICY: ADVISEMENT POLICY 7/31/11

The Advising system at TSSW is meant to support students as they move through the MSW program. Emphasis is on a relationship-centered system that supports students’ reflection, critical thinking and relationship skills. Students are assigned an individual faculty member during the first semester who remains responsible for professional and academic advisement of a small group of students, meeting regularly with advisees for the entire program.

Students also work with a field liaison assigned according to their field agency during semesters 2, 3, and 4. The field liaison helps the student integrate classroom and field learning, as well as enhances two-way communication with our community agency partners.

The School’s placement of students in agencies, where direct work with clients occurs, carries with it a serious professional gate-keeping responsibility. Accordingly, students must not only meet academic standards for admission to field placement (“B” average) but a standard of professional behavior as well. This standard is articulated in the TSSW Professional Conduct Expectations that each student reads, discusses and signs prior to placement in the field. The Office of Field Education reserves the right to deny or delay a student’s access to field placement if these academic or professional standards are not met.

PROCEDURES:
1. Upon entering the Program in the Fall semester, full-time students are assigned a faculty advisor. Faculty advisors meet with their advisees monthly during the first semester. This may be done at the time slot allotted for advising or at another time arranged by the faculty advisor with their group of advisees. Students will have the same faculty advisor until they graduate.

2. Faculty advisors should continue contact with student advisees in the Summer semester. However, in the absence of the faculty advisor, the Director and Assistant Director of Field Education hold general advising meetings and are available to advise students during this semester when some faculty are not available.

3. The process is the same for Advanced Standing students except that they begin both the Program and their field placement in January, and all preparatory field advising prior to their arrival is done by the Office of Field Education.
4. Part-time students are advised by the same process, with the Director and Assistant Director of Field Education providing field-relevant advising to part-time students prior to their entrance into field placement.

**SUPPORT POLICY: PROBATION STATUS 6/2015**

Students can be admitted to the program with probation status if they have less than a 3.0 GPA. This admission and first semester status is confidential and not shared with faculty. In support of those on probation status, the following requirements must be met:

- Those students must achieve a 3.0 GPA in the first semester or are vulnerable to being asked to leave the program.
- Each student on probation must meet with the Director of Student Affairs during the first semester to assess any concerns with adjustment to the social-emotional, professional or academic content of the program and to provide needed resources to support success.

**SUPPORT POLICY: WITHDRAWAL: LEAVE OF ABSENCE 6/2015**

A Leave of Absence may be requested by a student at any time, without a reason being provided. The typical time for Leave of Absence is one year. To withdraw and reenter within one year the student must follow the procedures below. Beyond the one year deadline, the student’s situation will be re-evaluated in order to continue their studies.

**PROCEDURES:**

To withdraw:
1. A written message must be sent to the Director of Student Affairs outlining reasons for withdrawal. No doctor’s statement is necessary. The student if possible should sign the Student Resignation Form which withdraws the student from all classes and resigns the student from the university, though with an authorizing email from the student, this can be completed by the Internal Registrar and signed by the Dean or Director of Student Affairs.
2. In such cases, a grade of “W” is recorded for all classes and field that are not completed, which does not compute negatively into the student’s overall GPA.

To reenter within one year:
1. The student must provide a letter indicating the intention to re-enter within one year.
2. The Admissions Committee would then consider reapplication for admission.
3. If readmission is granted within one year, the student’s previous credits would be counted and the student resumes with work for the semester at the point of the previous withdrawal.

To reenter after one year:
1. If the student wishes to return after one year or more, the student must reapply to the program.
2. If readmission is granted after one year, the student’s previous credits are usually counted. However, the student may be required to take additional credits if major curricular changes had occurred, or admission policies or other requirements had significantly changed.
3. No credits can be counted after seven (7) years to ensure that current practice information is learned.
4. Each case will be considered carefully by the Dean, Director of Student Affairs, and Admissions Committee to assure integrity of the student’s education for beginning professional social work.
SUPPORT POLICY: WITHDRAWAL: MEDICAL POLICY

A Medical Withdrawal may occur in situations of acute or chronic psychosocial stress or physical illness that significantly impairs the student’s ability to meet the academic and professional requirements for class or field. It is given only when a student is dropping all classes. The typical time for a medical withdrawal is one year. Beyond the one year deadline, the student must reapply to the Tulane School of Social Work in order to continue their studies, following the procedures below.

PROCEDURES:

To withdraw:
1. A written message must be sent to the Director of Student Affairs outlining a request for a medical withdrawal. No doctor’s statement is necessary. The student if possible should sign the Student Resignation Form withdraws a student from all classes, though with an authorizing email from the student, this can be completed by the Internal Registrar and signed by the Dean or Director of Student Affairs.
2. In such cases, a grade of “W” is recorded for all classes and field for that semester, which does not compute negatively into the student’s overall GPA.

To reenter within one year:
1. The student must write indicating a desire to reenter the program and must provide a letter from a qualified physician or mental health provider — depending on the nature of the illness or situation that precipitated the withdrawal — certifying that the applicant is physically or psychologically able to train for and engage in social work practice in accordance with the NASW Code of Ethics for social work as well as the Tulane School of Social Work Professional Standards and Code of Academic Conduct
2. The physician or mental health professional should provide enough information to substantiate their recommendation.
3. The provider should NOT sign such a statement until they can also certify that they have read the provisions of the NASW Code of Ethics and TSSW standards. The student is responsible for retrieving the documents and should share the copies with the health provider BEFORE they send their letter.
4. Assuming such a letter is submitted, the Admissions Committee would then consider reapplication for admission.

To reenter after one year:
5. If after one year, the student must reapply to the program as well as submit a letter from the physician as indicated above.
6. If readmission is granted after one year, the student’s previous credits may or may not be counted, or the student may be required to take additional credits if major curricular changes had occurred, or admission policies or other requirements had significantly changed.
7. No credits can be counted after seven (7) years to ensure that current practice information is learned.
8. Each case will be considered carefully by the Dean, Director of Student Affairs, and Admissions Committee to assure integrity of the student’s education for beginning professional social work.

SAMPLE LETTER FROM PHYSICIAN OR MENTAL HEALTH PROFESSIONAL

Date__________
Dear Tulane School of Social Work,
I understand that my patient/client, __________, withdrew from the MSW program for a medical or mental health reason. She/he has given me permission to write this letter which is required for readmission to the School of Social Work. __________ has been in my care for ________ (timeframe).
I have read the policies related to the National Association of Social Workers (NASW) Code of Ethics and the TSSW academic and professional standards. Based on the requirements for professional social work training, (please check one of the following):

___ I certify that ____________________________ is physically and/or psychologically able to train for and engage in social work practice in accordance with the NASW Code of Ethics as well as the Tulane School of Social Work Professional Standards and Code of Academic Conduct. This student can meet both the academic and behavioral expectations at TSSW, which include 15 hours per semester of academic coursework and 22 hours a semester of field practicum working directly with individuals, families, or community settings.

Comments:

___ I do not certify that ____________________________ is physically and/or psychologically able to train for and engage in social work practice in accordance with the NASW Code of Ethics as well as the Tulane School of Social Work Professional Standards and Code of Academic Conduct. I have concerns that the student may not meet the academic or behavioral expectations at TSSW, which include 15 hours per semester of academic coursework and 22 hours a semester of field practicum working directly with individuals, families, or community settings. My concerns include:

Signed______________________________________PRINT____________________________________

Phone Number________________________License Number________________________

COURSEWORK POLICIES

Coursework Policies guide the school in monitoring and awarding credit hours earned by students.

COURSEWORK POLICY: AUDITING A COURSE 3/1989

All students are required to have a minimum of 60 academic credit hours to receive the MSW degree from the Tulane School of Social Work. In order to receive credit for a course, students must be assigned a letter grade or in the case of Field Instruction, “S” or Satisfactory. In certain cases students may request to audit a course for no grade or credit due to their interest in the material. Any full-time or part-time student in good standing (not on academic probation status or under any conditions of the Academic and Professional Review Standards Committee) at the Tulane School of Social Work may:

- Audit courses only with written permission signed by both the instructor and the student;
- Pay the current tuition per credit hour for the course;
- Audit courses only when the number of students in the class is less than the cap set at registration; and
- Audit no more than one course per semester and no more than two courses during the MSW program.

Faculty who have students auditing courses:

- May set expectations for those students with regard to class attendance, completion of assignments, examinations and other class requirements.
- Must make course expectations known to the auditing students before the class starts;
- May limit the number of students auditing a class; and
- May not have more students in a class than the cap set at registration.
PROCEDURES:

1. Students who wish to audit a course should notify the course instructor in writing of their interest in auditing the course.
2. Assuming the student and instructor agree to the audit, the student should notify the School of Social Work Internal Registrar.
3. The course instructor must make expectations clearly known in writing to the student. *(See form that follows.)*

**Permission to Audit a Course**

__________________________________________  has my permission to audit the course, SOWK __________,___________________________. The enrollment in the course is not at the cap set at registration. The following are the expectations set for the student auditing the course: (address attendance, assignments, exams, other)

Signed: __________________________________________ Date: ________________

Course Instructor

I have read the Policy Statement on Auditing a Course, as well as the expectations for this course as outlined immediately above by the instructor.

Signed: __________________________________________ Date: ________________

Student

**COURSEWORK POLICY:  CLASS SECTION TRANSFERS  4/2001**

Enrollment in the several sections of a multi-sectioned course should be as even as possible. To accomplish this, caps on sections are preset prior to registration. For example, if the expected enrollment for a course is 90 and there are three sections, a registration cap of 30 per section is set. Thus, once the registration reaches 30, TOUR will not allow further registration in that section. Therefore, a student who wishes to enroll in a closed section is forced to choose one of the others. This is justified as a workload issue for the instructor and to assure that students have a classroom experience that is not compromised due to unusually large enrollments.

Certain section transfers should be allowed, and the policy is flexible enough to accommodate student academic interests and needs. Thus, students who justify a transfer to a closed section on sound pedagogic reasoning may be allowed to do so if such transfer does not result in a large disproportionate enrollment in the other course sections.

The Assistant Dean of Academic Affairs grants permission to transfer into a new section. Students should not seek permission from the instructor of the course into which they wish to transfer.

Transfers should be completed prior to the first class session of the semester but may be considered through the first week of the semester (prior to the second class session).

Students with a physical disability have the same rights and options for transfer between sections. In the event a physically disabled student receives permission to transfer to a section in a room which is not accessible to them, that section will be moved to an accessible classroom.

PROCEDURES:

1. Students wishing to transfer into a closed section must put their request in writing to the Assistant Dean of Academic Affairs. A copy of this request must be sent to the professor of the section into which the student is requesting transfer and to the professor of the section out of which the student is transferring. Students should clearly articulate their reasons for their request.
2. The Assistant Dean of Academic Affairs will then evaluate the reason based on its pedagogic soundness and in relation to the enrollment in all sections of the course.

3. If such a transfer is acceptable, the Assistant Dean of Academic Affairs informs the Social Work Internal Registrar to open a seat for the specific student and the student is informed by the Internal Registrar that he or she may transfer into the section using the drop/add option in the TOUR system.

4. Upon transfer, the student is expected to inform the professor in a face-to-face meeting that they have just transferred into the section.

COURSEWORK POLICY: CREDIT HOURS: TRANSFER POLICY 6/2015

The Tulane School of Social Work (TSSW) considers each request to transfer credits on an individual application basis. Only graduate level credits from a CSWE-accredited School of Social Work will be considered for transfer credits. The Tulane School of Social Work does not give academic credit for life or work experience. The following requirements are followed:

- No more than 30 credit hours will be accepted for transfer into the Tulane program.
- All credits must have at least a B grade
- All credits must have been earned no later than seven (7) years before admission date.
- Two semesters of field work must be completed in the TSSW curriculum.

The Tulane School of Social Work reserves the right to contact the dean or other authorities of the former school(s) to verify that the applicant left the institution in good academic and professional standing. The applicant requesting the transfer credits must provide an explanation for the request, course descriptions and syllabi for the Admissions Committee and the Director of Student Affairs to review for compatibility with the Tulane School of Social Work curriculum.

PROCEDURES:

1. Any applicant wishing to transfer into the Tulane School of Social Work must comply with all usual application procedures, and additionally must indicate they are requesting academic credit for work completed in another CSWE-accredited School of Social Work.

2. In addition to an official transcript, course descriptions and syllabi from previous MSW courses are to be provided to the Coordinator of Admissions as part of the application process.

3. No more than 30 credit hours will be transferred toward the Tulane MSW degree. All credits must have at least a B grade and have been earned no later than seven (7) years before admission date.

4. If accepted, the student must complete two consecutive semesters of field work under the Tulane School of Social Work curriculum.

5. The Director of Student Affairs and a member of the Admissions Committee will review the completed application for a decision regarding admission and transfer credits. The applicant will be notified in writing of the decision.

6. Should the applicant disagree with the admissions decision regarding transfer credits actually awarded, he or she may make a special appeal in writing to the Admissions Committee stating specific reasons for a particular course being transferred. The written appeal should be submitted to the Director of Admissions and Enrollment Management within 10 days of receiving the admissions decision.

7. The Director of Student Affairs and the Academic and Professional Standards Review Committee will review the appeal and return a final decision in writing to the applicant within 10 days.
COURSEWORK POLICY: CREDIT HOURS: COURSE WAIVER 2/1995

Students may request waiver of certain courses, but not credit hours. When students indicate concern about redundancy of MSW course content already mastered at the undergraduate or graduate level, they are referred to the chairperson of the appropriate sequence for evaluation and decisions. If students can demonstrate command of the content, the sequence chairperson and course instructor can exempt them from a particular course and recommend the taking of a substitute course. Sixty full credit hours are required for graduation.

[Note: This policy statement does NOT refer to transfer credits of social work courses from another CSWE-accredited School of Social Work. See policy on “Transfer Credits” in this manual.]

PROCEDURES:
1. Students requesting course waivers are required to present course syllabi, texts, assignments and written course work related to each course waiver requested to the instructor and sequence chair. These documents are then reviewed by the instructor and sequence chair in relation to the specific course requirements of Tulane School of Social Work curriculum to assure integrity of the student learning experience.
2. Proficiency examinations may be required at the discretion of the sequence chairperson and instructor. Students who receive course waivers must take other courses to make up the credit hours for the waived courses.
3. All documents described in #2 and #3 above must be placed in the student’s permanent file with a brief statement from the sequence chair that waiver of the course is approved based on the evidence of mastery presented by the student.

COURSEWORK POLICY: GRADING POLICY 6/2002

The School's grading policy complies with the University policy and students’ grades are processed through the Office of the Registrar and Records. Students may gain access to their grades at the end of the semester through the on-line system known as “TOUR.” Privacy of students’ records is protected under the Federal Family Educational Rights and Privacy Act of 1974 as amended (P.P. 93-380) and by policies issued by the Tulane Board of Administrators.

Every syllabus in the School prints the grading system below and specific course requirements and grading weights for each assignment or test. The grading system is as follows:

- A = Outstanding
- A- = Excellent
- B+ = above expected level
- B = Expected level
- B- = Marginal
- C = Not at expected level
- F or U = Failing
- S = Satisfactory
- W = Withdrawn
- WF = Withdrawn/Fail
- WU = Withdrawn/unsatisfactory
- I = Incomplete
The Tulane School of Social Work holds graduation ceremonies in May and December of each year. To participate in the ceremony, the student must have completed all field and class credits and be in good academic and professional standing.

**PROCEDURES:**

1. The student must complete and turn in an “Application for Degree” to the Executive Assistant to the Dean by the posted deadlines each graduation cycle.
2. Faculty must approve the graduation list in an official business meeting before a particular graduation (November/Fall graduation or April/Spring graduation).
3. The TSSW Internal Registrar will review records of the University Registrar to assure that all 60 credit hours for the MSW are completed, with no grade of “Incomplete” pending.
4. The student must clear all accounts with Accounts Receivable.
5. The student must clear all outstanding library fines, parking tickets or other university fees.
6. The student with DSL loans must arrange a payment schedule with the Student Loan Office before graduation.
7. The student must wear academic attire. Orders may be placed in the Clothing Department in the Bookstore.

**COURSEWORK POLICY: INCOMPLETES 7/2011**

**POLICY STATEMENT:**

Tulane School of Social Work instructors may record the grade of “I” (incomplete) in the following circumstances:

a) If due to illness or extraordinary circumstances, the student lacks the required time necessary to complete adequately all requirements for the course;

b) If the course instructor determines that the “I” is appropriate based on his or her knowledge of the student’s course performance and any circumstances of a) above.

The “I” grade must be resolved with the University Registrar within six weeks of the last day of classes of the semester in which the “I” occurred. Some extension of time may be granted in situations of a formally documented disability requiring the ADA accommodation of extra time for assignments. Other extensions may be granted at the discretion of the instructor in extraordinary circumstances that obviously prevent meeting the six-week time frame. This time frame allows the School to be in accord with the University Graduate School policy regarding resolution of Incompletes.

The Internal Registrar will not accept any grade sheets on which “I” is recorded but no completed, signed, and dated Contract for Incomplete has been received. Any student receiving two or more “I” grades in a given semester may be called for an Administrative Conference or an Academic Review. Fourth semester full-time students and eighth semester part-time students cannot receive a degree with an “I” pending.

**PROCEDURES:**

When any course instructor deems the grade of “I” to be appropriate and in accordance with the above conditions, the following procedures are to be followed by the instructor and student:
1. A copy of the “Contract Regarding Incomplete Work” is retrieved by either the student or the instructor from the Internal Registrar at the School of Social Work.
2. The instructor and student collaborate to outline specific requirements for resolving the “I” grade.
3. The requirements are specifically recorded on the “Contract Regarding Incomplete Work,” signed and dated by both student and instructor. Specific due dates are recorded on the contract.
4. The instructor will provide one copy of the signed and dated contract to the TSSW Internal Registrar who will file the document in the student’s file, send one copy to the student’s advisor, and make one copy for the instructor’s own files.
5. The instructor will grade the resulting work and turn in that grade to the TSSW Internal Registrar by the end of the sixth week following the last day of the previous semester. The resulting grade must be any letter grade other than “I.”
6. A fulltime instructor will be available by phone, e-mail or in person for feedback and guidance for the student during the five-week period. It is the student’s responsibility to initiate contact for questions, feedback or clarification from the instructor. If the class is taught by an adjunct instructor, ADJUNCT FACULTY ARE NOT REQUIRED TO BE AVAILABLE OR TO MONITOR THE PROGRESS OF STUDENTS. In these cases, the Internal Registrar and Director of Student Affairs are responsible for ensuring that the student completes the assignment in a timely manner and submit it to the adjunct instructor for grading.
7. The instructor, whether fulltime or adjunct, will return graded work to the student by the end of the sixth week following the last day of the previous semester.
8. The TSSW Internal Registrar will notify the TSSW Coordinator of Admissions and Financial Aid, the Director of Student Affairs and the student’s advisor of the outcome of the resolved “I”. The Internal Registrar forwards the appropriate grade to the University Registrar for posting.
9. In cases of extended time being granted due to ADA accommodation or other extraordinary circumstances, the same forms and procedures are followed, with the exception of a different timeline for completion of the assignment. Said timeline must be communicated to the TSSW Internal Registrar. The Internal Registrar will then communicate appropriately with the Director of Student Affairs, the Office of the University Registrar or other entities as appropriate.

**CONTRACT REGARDING INCOMPLETE WORK**

Course No. _____       Course Name ___________________________

I understand that I will receive an Incomplete for my work in this course since I have not yet met all of its requirements. I understand the School’s policy statement regarding Incompletes:

1. It is the responsibility of the Student to contact the instructor when incomplete work in a course is anticipated, or occurs, to reach an agreement as to when the assignment will be completed. The time may not exceed six weeks from the last day of class in which the “I” occurred. This agreement should be confirmed IN WRITING by the instructor and signed both by the instructor and the student, with a copy for the student’s file.
2. Once the extension of time has been agreed upon ALL further responsibility for meeting deadlines, contact with the instructor, etc., rests with the student.
3. If the agreed-upon date passes without the necessary assignment being completed, or an extension being approved by the Director of Student Affairs, a failure is given for the course.
4. The imposition, if any, of a grade penalty because of the delay in completing the assignments is determined by the instructor. The student should be apprised of this in the original discussion around the INCOMPLETE. This should be included in the written agreement referred to in (1) above.

To have the grade of Incomplete for this course removed from my transcript, I shall complete the following work:

29
I understand that the grade assigned to this work will/will not reflect a penalty for its delay.

If I fail to complete the assignment by the agreed-upon date, I understand that the course grade of INCOMPLETE will be changed to FAILURE.

Date signed: ______________ Signature: ____________________________ (Student)
Student Name: ____________________________ (Please Print)

Date signed: ______________ Signature: ____________________________ (Faculty)

COURSEWORK POLICY: INDEPENDENT STUDIES 5/2004

POLICY STATEMENT:

Tulane School of Social Work allows Independent Study on a highly selective basis in the following circumstances:

1. If the Independent Study does not supplant a required course;
2. If the Independent Study does not replicate an elective already offered;
3. If the Independent Study can uniquely achieve requirements for graduation;
4. If the Independent Study can promote the student’s deeper learning or integration of content relevant to their current field practice or area of specialty;
5. If scheduling conflicts beyond the control of the student have precluded their being able to register for a recommended elective;
6. If the Independent Study occurs after the equivalent of two full-time semesters of course work have been successfully completed by the student;
7. If the student has demonstrated academic and personal capacity to work at a graduate level without close supervision; or
8. If there is a qualified full or part-time faculty member to facilitate the Independent Study.

PROCEDURES:

When a student wants to engage in an Independent Study, the following procedures are to be followed:

1. The student contacts the Director of Student Affairs in writing to outline the rationale for the Independent Study. The Director of Student Affairs determines whether the basic requirements in the policy statement above are satisfied, and may make recommendations for a particular instructor.
2. Provided the student receives permission to pursue the study, he or she then contacts an appropriate instructor to request that they facilitate the Independent Study. The instructor is under no obligation to agree to facilitate the Independent Study.
3. Provided the instructor does agree to facilitate the Independent Study, the instructor and student collaborate to outline the course, including a brief description with learning objectives and course requirements. (See form that follows.)

4. The requirements are specifically recorded on the “Contract for Independent Study” signed and dated by the student, instructor and the Director of Student Affairs. Specific due dates are recorded on the contract.

5. The instructor will provide one copy of the signed and dated contract to the TSSW Internal Registrar who will file the document in the student’s file, send one copy to the student’s advisor and make one copy for the instructor’s personal files.

6. The instructor will grade the resulting work and turn in that grade to the TSSW Internal Registrar according to the due dates for grades for the given semester. The instructor will be available by phone, e-mail or in person for feedback and guidance for the student during the Independent Study. It is the student’s responsibility to initiate contact for questions, feedback or clarification from the instructor.

7. In cases of extended time being granted due to ADA accommodation or other extraordinary circumstances, the same form and procedures are followed, with the exception of a possibly extended timeline for completion of assignments. The timeline must be communicated to the TSSW Internal Registrar in writing. The Internal Registrar will then communicate appropriately with the Director of Student Affairs, the Office of the University Registrar or other entities as appropriate.

[Note: ADA accommodation is registered by the student through the University’s Office of Disability Services, Educational Resource Center. See the University Student Handbook for specific University procedures for such accommodations.]
CONTRACT FOR INDEPENDENT STUDY (SW 7830)

Name of Student: ________________________________  I.D. #: __________
Name of Instructor: _______________________________________
Title of Course: ________________________________________  Credits: _________

Brief course description:
Learning Objectives:
   At the end of the course, the student should be able to:
   1. 
   2. 
   3. 

Requirements and due dates:

Signed______________________________________________ Date______________
   Student
Signed______________________________________________ Date______________
   Instructor
Signed______________________________________________ Date______________
   Dean, School of Social Work
COURSEWORK POLICY: UNDERGRADUATE SOCIAL WORK STUDENTS 6/2009

POLICY STATEMENT:

Except for matters pertaining to academic grievance all undergraduate students enrolled in Social Work undergraduate electives will be guided by the Academic Policies and Procedures of Tulane University (http://tulane.edu/studentaffairs/studentguide.cfm).

For Grade and Other Academic Complaints Procedures, all undergraduate students enrolled in undergraduate social work courses are to follow the academic grievance procedures explained on page _____of this handbook of Policies and Procedures for Tulane School of Social Work.

CERTIFICATES AND DUAL DEGREE PROGRAMS POLICIES

Certificate and Dual Degree Program Policies s guide the school in the special programs offered to students.

CERTIFICATE POLICY: DISASTER MENTAL HEALTH REVISED: 2/22/12

POLICY STATEMENT:

The Disaster Mental Health (DMH) Certificate is an opportunity for Tulane School of Social Work students to enhance their academic study with a focus on disaster mental health, crises and trauma, with particular focus on their effects and current interventions that can transfer to a number of social work settings. Students participating in the Disaster Mental Health Certificate program are required to address disaster mental health issues, crisis intervention or trauma in course assignments each semester and in their professional project, to enroll in related seminars and electives, and to complete a field placement with an emphasis on populations that face crisis or post-crisis recovery. A final portfolio of assignments, special learning activities, a professional resilience plan and professional project is expected prior to graduation.

All students who apply for the Disaster Mental Health Certificate must meet deadlines and provide any required documentation as requested. The deadline for applications will be determined by the Tulane School of Social Work Institute of Psychological Health. Students must attend at least one DMH certificate informational session after admittance to the MSW program. Upon acceptance into the certificate program, students are required to successfully complete all certificate requirements and meet all academic and professional standards of the Tulane School of Social Work to receive the certificate upon graduation. Academic expectations include a “B” average and professional standards are as identified in the TSSW Code of Student Ethics.

Policies concerning and decisions related to the Disaster Mental Health Certificate program will be made by the Tulane School of Social Work Institute for Psychological Health.

PROCEDURES:

1. Any interested MSW student—part-time or full-time—must attend at least one DMH informational session prior to being declared as a DMH Certificate student.
2. Students applying for the Disaster Mental Health Certificate program must complete application and submit all requested documentation by the posted deadline.
3. Students will be notified by the Director of the Disaster Mental Health Certificate Program as to whether or not they have been accepted into the Certificate program. Upon acceptance into the certificate program, students will sign a form confirming their understanding of certificate expectations and their agreement to
completion of program requirements in order to receive the Disaster Mental Health Certificate upon graduation.

4. Should a student decide to discontinue participation in the Disaster Mental Health Certificate program for any reason at any point in the school year, they must contact the Director of the DMH Programs to complete a form confirming their withdrawal from the certificate program.

5. If a student enrolled in the Disaster Mental Health Certificate program violates TSSW academic or professional standards and/or does not complete certificate program expectations, student will be required to participate in an academic review meeting addressing student status in the certificate program. As a result of violation(s) of aforementioned standards and expectations, student may a) be given conditional acceptance in the certificate program and required to complete a remediation plan before continuation with the certificate program, b) be dismissed from certificate program and not allowed re-admittance.

Disaster Mental Health Certificate Field Placements

1. Students in the Disaster Mental Health Certificate program will complete a three semester local field placement (i.e. in or around the New Orleans or Gulf Coast area). Regardless of location or semester, students participating in field placements are expected to follow all guidelines and expectations as presented Tulane School of Social Work MSW Field Instruction Handbook. Students are expected to complete a minimum of 330 hours of field for each term, and are expected to negotiate work requirements and learning expectations with their field sites in order to fulfill field and certificate program requirements.

2. DMH field placements should have the capacity to provide adequate learning activities to develop clinical-community skills with individuals, groups, or communities experiencing trauma, crises, or disasters. Students and field instructors are encouraged to approach the work from a strengths perspective and to identify and possibly enhance the personal or corporate resilience of their client systems. Students may provide information about field placement opportunities or contacts but are not allowed to set up the placement or make any arrangements in regards to the field placement without approval of the Office of Field Education. Arrangements for all field placements are made by the Office of Field Education.

CERTIFICATE POLICY: FAMILY CENTERED PRACTICE 1/15/13

The Certificate in Family Practice (CFP) program is a rigorous combination of coursework, family practice-related field placement, and a family-based professional project. The program provides the student the best training in family work through didactic and actual practice in evidence based family work. The CFP is benefited by sponsorship of the Porter Cason Institute. The Porter Cason Institute provides the students access to an internationally prominent family practice board and affiliated community projects. Special lectures from local and national experts are provided as well. Students participating in the CFP are required to address family practice issues in course assignments each semester and in their professional project, to enroll in related seminars and electives, and to complete a designated CFP field placement with an emphasis on children, couples or family. The student is required to participate in Family Practice Journal Club that will meet periodically to discuss specific treatments, theories, activities, or articles. The club is a combination of community practitioners, students, staff and faculty. A final portfolio of assignments, special learning activities, and professional project are required prior to graduation.

All students who apply for the CFP must meet deadlines and provide any required documentation as requested. The Tulane School of Social Work Porter Cason Institute will determine the deadline for applications. After acceptance into the MSW program, students will complete a CFP application. Interviews for spots in the program will be conducted in the first months in the program. The program is competitive. Those accepted into the
program are required to successfully complete all certificate requirements and meet all academic and professional standards of the Tulane School of Social Work to receive the certificate upon graduation. Academic expectations include a “B” average and professional standards are as identified in the TSSW Code of Student Ethics.

Policies concerning and decisions related to the CFP program will be made by the Tulane School of Social Work Porter Cason Institute.

PROCEDURES:

Admissions Process The CFP is earned concurrently with your MSW degree. Students must be accepted into the MSW program through the regular School of social work admissions process to qualify for consideration in the program. A CFP application must then be completed as well as an interview. Below is a detailed description of the admissions process.

1. Students will check a box in the admissions material indicating interest in the program. Those accepted to the MSW program, and expressing interest will complete a more detailed questionnaire to better match student interest with opportunities in the program.
2. Early in the fall semester, students will be invited to attend a meeting where the program will be described. Students will have an opportunity to ask questions and program administrators will have an opportunity to get better acquainted with interested students.
3. Shortly after that meeting, students will be interviewed. That along with their admissions information and additional questions will be used to select students for the certificate program. Those accepted will begin the program early in the first semester.
4. Should a student decide to discontinue participation in the CFP program for any reason at any point in the school year, they must contact the Assistant Director of the Porter Cason Institute to complete a form confirming their withdrawal from the certificate program.
5. If a student enrolled in the CFP program violates TSSW academic or professional standards and/or does not complete certificate program expectations, that student will be required to participate in an academic review meeting addressing student status in the certificate program. As a result of violation(s) of aforementioned standards and expectations, student may a) be given conditional acceptance in the certificate program and required to complete a remediation plan before continuation with the certificate program, b) be dismissed from certificate program and not allowed re-admittance.

Field Placements

1. Students in the CFP program will complete a three-semester local field placement (i.e. in or around the New Orleans or Gulf Coast area). The placement must be with a CFP designated partner. Regardless of field location or semester, students are expected to follow all guidelines and expectations as presented Tulane School of Social Work MSW Field Instruction Handbook. Students are expected to complete a minimum of 330 hours of field for each term, and are expected to negotiate work requirements and learning expectations with their field sites in order to fulfill field and certificate program requirements.

2. CFP field placements should have the capacity to provide adequate learning activities to develop clinical-community skills with families and sub groups within families. Students and field instructors are encouraged to approach the work from a strengths perspective and to identify and possibly enhance the personal or corporate resilience of their client systems. Students may provide information about field placement opportunities or contacts but are not allowed to set up the placement or make any arrangements in regards to the field placement without approval of the Office of Field Education and the Porter Cason Institute. The Office of Field Education makes arrangements for all field placements after approval by the Porter Cason Institute.
TSSW has three dual degree programs:
   1) MSW/MPH in cooperation with the School of Public Health and Tropical Medicine;
   2) MSW / MS.DRS in cooperation with the Disaster Resilience Leadership Academy and
   3) MSW /J.D in cooperation with the School of Law.

For each dual degree program, the student must apply and be admitted to each school or program separately It is strongly advised that the admission be sought and received prior to beginning in the MSW program*.

Dual Degree programs require additional and specific credit hours to meet the requirements of both programs. Guided by program materials and advisors in both schools, it is the responsibility of the student to ensure that all requirements are met.

The Director of Student Affairs is the designated advisor for the dual degree programs.
NONDISCRIMINATION POLICIES

Tulane University is an Affirmative Action/Equal Employment Opportunity institution and consequently its policy of non-discrimination includes recruitment, employment, retention, and promotion of the most qualified students, faculty and staff, regardless of an individual’s race, disability, or veteran status. Tulane University does not discriminate in its provision of services and benefits and in its treatment of students, patients, and employees. The Affirmative Action Office monitors on an ongoing basis compliance with all University policy concerned with affirmative action/equal employment opportunity. Inquiries regarding this policy may be referred to the Affirmative Action Officer.

Tulane University is committed to a policy of compliance with Federal laws and regulations concerning non-discrimination on the basis of race, sex, color, national/ethnic origin, religion, age, disability, or veteran status in educational or institutional programs and activities. Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and other similar legislation prohibit such discrimination. The Affirmative Action Office is designated to assure compliance with non-discrimination requirements and to be available to receive confidential inquiries or complaints.

Tulane University has implemented grievance procedures concerning cases of alleged discrimination, including those of alleged sexual harassment, for faculty, staff, and students. It is the policy of the University that harassment on the basis of sex among employees constitutes an impermissible employment practice, which is subject to disciplinary action and shall not be tolerated.

Sexual harassment involving students and the University personnel or among students is equally impermissible and shall not be tolerated. The University is committed to providing an environment to study free of sexual harassment.

From Tulane’s Office of Institutional Equity. For all detailed policies related to affirmative action, equal employment, see: http://www2.tulane.edu/equity/policies/upload/EO-Policy-Final-2013-7.pdf

EQUAL EMPLOYMENT OPPORTUNITY STATEMENT

Tulane University is committed to providing equal employment opportunity to qualified persons without regard to race, color, sex, religion, national origin, age, disability, genetic information, sexual orientation, gender identity, gender expression, pregnancy, marital status, military status, veteran status, or any other status or classification protected by federal, state or local law. This commitment to equality extends to all personnel actions, including recruitment, advertising for employment, selection for employment, compensation, performance evaluation, and selection for training or education, treatment during employment, promotion, transfer, demotion, discipline, layoff and termination. Discrimination on the basis of any protected classification will not be tolerated.

Tulane maintains a written affirmative action policy. Tulane invites qualified individuals with disabilities, special disabled veterans and Vietnam-era veterans to identify themselves if they wish to do so. Questions regarding Tulane's equal employment opportunity policies or its affirmative action policy should be directed to the Office of Institutional Equity.

Complaints of discrimination, harassment and/or retaliation must be filed in accordance with the policies set forth below. Individuals must promptly report discrimination, harassment and retaliation so that prompt and appropriate action can be taken.
B. ANTI-DISCRIMINATION STATEMENT

Tulane is committed to and encourages a diverse and inclusive community that respects and values individual differences. In support of this commitment, Tulane University prohibits discrimination in its employment practices or educational programs/activities on the basis of race, color, sex, religion, national origin, age, disability, genetic information, sexual orientation, gender identity, gender expression, pregnancy, marital status, military status, veteran status, or any other status or classification protected by federal, state or local law. Tulane University complies with applicable federal and state laws addressing discrimination, harassment and retaliation. Discrimination or harassment on the basis of any protected classification will not be tolerated.

Complaints of discrimination must be filed in accordance with the policies set forth below. Individuals must promptly report discrimination so that prompt and appropriate action can be taken.

Deborah Love, Vice-President for the Office of Institutional Equity, is Tulane's designated Coordinator for (1) Title IX of the Education Amendments of 1972, (2) Section 504 of the Rehabilitation Act of 1973, and (3) Age Discrimination Act of 1975. Deborah Love or Wendy Stark, Director of OIE and Deputy Title IX Coordinator, may be contacted at the Office for Institutional Equity, 200 Broadway Street, Suite 105-A, New Orleans, LA, 70118 or reached by telephone at (504) 862-8083. OIE's -email address is oie@tulane.edu.

B. HARASSMENT POLICY

1) Statement of Philosophy

a) Tulane University is committed to creating and maintaining a campus environment where all individuals are treated with respect and dignity and where all are free to participate in a lively exchange of ideas. Each student has the right to learn and each employee has the right to work in an environment free from all forms of unlawful harassment or discrimination including sexual harassment and sexual misconduct. At Tulane University, harassment or discrimination, whether verbal, physical, written, or visual, is unacceptable and will not be tolerated. Discrimination is unlawful and hurts all members of the educational community and contributes to a negative atmosphere where victims and others may feel their safety and equality are compromised. Discrimination has no legitimate educational purpose. Anyone who engages in conduct prohibited by this policy shall be disciplined as provided by law, university policies, and applicable employment agreements.

b) Tulane will not tolerate unlawful discrimination or harassment by anyone affiliated with Tulane (including non-employees, such as vendors and independent consultants), and will not tolerate adverse academic or employment actions, including but not limited to, termination of anyone reporting discrimination or providing information related to such a complaint.

2) Principles

a) Tulane University recognizes the tension between protecting all members of the University community from harassment and protecting academic freedom and freedom of expression. It is the policy of the institution that no member of the community may harass another. Conduct that reasonably serves a legitimate educational purpose, including pedagogical techniques, does not constitute harassment. In the educational setting within the University, wide latitude for professional judgment in determining the appropriate content and presentation of academic material is required. Those participating in the educational setting bear a responsibility to balance their right of free expression with a consideration of the reasonable sensitivities of other participants. Therefore, this policy against harassment shall be applied in a manner that protects academic freedom and freedom of expression including but are not limited to the expression of ideas, however controversial, in the classroom setting, academic environment, university-recognized activities, or on the campus.
b) Nothing contained in this policy shall be construed to limit the legitimate exercise of free speech, including but not limited to written, graphic, or verbal expression that can reasonably be demonstrated to serve legitimate educational or artistic purposes nor shall this policy be construed to infringe upon the academic or artistic freedom of any member of the University. Artistic expression in the classroom, studio, gallery and theater merits the same protection of academic freedom that is accorded to other scholarly and teaching activities.

3) Policy Coverage
   a) All faculty, administrators, staff, students, and individuals affiliated with Tulane University by contract (including non-employees, such as vendors and independent contractors) are bound by this policy. This policy protects all individuals equally from harassment, including same-sex harassment, and protects students from harassment by other students.

4) Sexual Harassment
   a) Definition of Sexual Harassment - Sexual harassment is unwelcome behavior of a sexual nature by faculty, administrators, staff, students, and individuals affiliated with Tulane University by contract (including non-employees, such as vendors and independent contractors) or by anyone with whom one interacts in order to pursue educational or employment activities at the University. For the purposes of this policy, sexual harassment is defined as unwelcome advances, requests for special favors, and any other verbal, written, physical or other conduct of a sexual nature when:
      (i) Submission to such conduct is implicitly or explicitly made a condition of an individual's participation in University programs, activities, employment, or educational status;
      (ii) Submission to or rejection of such conduct is used as a factor in employment or academic decisions; or
      (iii) Such conduct would be objectively regarded by a reasonable person as having the purpose or effect of interfering with an individual's ability to learn or work or participate in University programs or activities by creating an intimidating, hostile, or offensive environment, even if the person engaging in the conduct does not intend to interfere, intimidate, or be hostile or offensive.
   b) Examples of Sexual Harassment - Sexual harassment may include, but is not limited to, the following:
      (i) Physical assaults of a sexual nature, such as rape, sexual battery, molestation, or attempts to commit these assaults; and intentional physical conduct that is sexual in nature such as touching, pinching, patting, grabbing, poking, or brushing against another individual's body.
      (ii) Any nonconsensual sexual behavior; lack of consent may result from, among other things, use of force, threats, or intimidation or advantage gained by use of the victim's mental or physical incapacity, impairment, or helplessness of which the accused was aware or should have been aware. Offering or implying an employment-related reward (such as a promotion, raise, or different work assignment) or an education-related reward (such as a better grade, a letter of recommendation, favorable treatment in the classroom, assistance in obtaining employment, grants or fellowships, or admission to any educational program or activity) in exchange for sexual favors or submission to sexual conduct.
      (iii) Threatening or taking a negative employment action (such as termination, demotion, denial of an employee benefit or privilege, or change in working conditions) or negative educational action (such as giving an unfair grade, withholding a letter of recommendation, or withholding assistance with any educational activity) or intentionally making the individual's job or academic work more difficult because sexual advances were rejected.
      (iv) Unwelcome sexual advances, requests for a romantic or sexual relationship to an individual who indicates or has indicated in any way that such conduct is unwelcome, propositions, or other sexual comments, such as sexually-oriented gestures, noises, remarks, jokes, questions, or comments about a person's sexuality or sexual experience.
5) Other Forms of Harassment
   a) Harassment, other than sexual harassment, is verbal, physical, written, or other conduct that denigrates or shows hostility or aversion to an individual on the basis of race, color, religion, age, national origin, citizenship, disability, veteran's status, sexual orientation, genetic information, gender identity, gender expression, marital status, or any basis prohibited by law. Harassment based on any of the above categories is strictly prohibited by this policy.
   b) Complaints of harassment will be investigated and resolved in accordance with applicable legal guidelines and the terms of this policy.

6) Retaliation
   a) No member of the University community will be disciplined or otherwise retaliated against for refusing sexual advances, objecting to sexual, racial, or other forms of discrimination, harassment, or retaliation or making a good faith report of discrimination, harassment or retaliation.
   b) Retaliatory or intimidating conduct against any individual who has made a good faith discrimination, harassment or retaliation complaint or who has testified or assisted in any manner in an investigation is specifically prohibited and shall provide grounds for a separate complaint. Examples of such retaliatory or intimidating conduct include disciplining, changing working or educational conditions, providing inaccurate information to or about, or refusing to cooperate or discuss work- or school-related matters with any individual without a legitimate business reason because that individual complained about or resisted harassment. The initiation of a good faith complaint of discrimination, harassment or retaliation by a student will not reflect negatively on that student nor will it affect the student's academic standing, rights, or privileges. Likewise, the initiation of a good faith complaint by an employee will not reflect negatively on that employee nor will it affect the employee's working conditions, rights, or privileges.

7) Confidentiality
   a) Confidentiality will be maintained throughout the entire investigatory process to the extent practicable and appropriate under the circumstances to protect the privacy of persons involved. The persons charged with investigating the complaint will discuss the complaint or the underlying behavior only with persons involved in the case who have a need to know the information, which must include the complainant and the accused harasser.
   b) Students who need to seek resources in a confidential setting should go to Counseling and Psychological Services or the Student Health Center. All reports to those entities are kept confidential.
   c) The University is required by law to investigate complaints of discrimination, harassment or retaliation and will strive to protect, to the greatest extent possible, the confidentiality of persons reporting or accused of discrimination, harassment or retaliation. However, the University cannot guarantee complete confidentiality where it would conflict with the University's obligation to investigate or where confidentiality concerns are outweighed by the University's interest in protecting the safety or rights of others. Individuals who desire to discuss possible claims of discrimination, harassment, or retaliation in a more confidential setting may want to consult with a counselor, therapist, or member of the clergy, who is permitted by law to assure greater confidentiality.
   d) While Tulane is committed to respecting the confidentiality and privacy of all parties involved in the investigation process, Tulane cannot guarantee complete confidentiality.

Examples of situations when confidentiality cannot be maintained include:
   • If Tulane is required by law to disclose information (such as in response to legal actions),
   • If disclosure of information is determined by the Office of Institutional Equity, its designee, and/or Tulane's Office of General Counsel to be necessary for conducting an effective investigation, or
   • When confidentiality concerns are outweighed by Tulane's interest in protecting the safety or rights of others.
8) Complaint Procedures

a) All are encouraged to promptly report discrimination, harassment or retaliation so that appropriate action can be taken. The complaint procedures are designed to ensure the rights of the complainant while at the same time according due process to involved parties.

b) Form of Complaint - Complaints of discrimination, harassment or retaliation will be accepted orally or in writing. Anonymous complaints will be accepted and investigated to the extent possible. Complaint forms are available at the Office of Institutional Equity and on the Office of Institutional Equity's webpage (http://www2.tulane.edu/equity/index.cfm).

c) Content of Complaint - Any individual who believes that they are being discriminated, harassed, or retaliated against in violation of this policy should promptly file a complaint including the following information, if known to the complainant: the name of the complainant, a brief description of the offending behavior including times, places, and the name of or identifying information about the alleged perpetrator, and the names or descriptions of any witnesses to the discrimination, harassment or retaliation.

d) Reporting the Complaint - It is not necessary to first confront the harasser prior to instituting a complaint under this policy. However, it is appropriate to promptly report a complaint so that a full and complete investigation is possible. Any person designated to receive complaints from students, employees, or faculty must notify the Office of Institutional Equity within 24 hours of receiving a complaint pursuant to this policy.

(i) Complaints by Students - A student who believes that they have been discriminated, harassed or retaliated against must report the alleged behavior to any of the following individuals:

- Office of Institutional Equity, 862-8083
- Vice President for Student Affairs, 314-2188
- Associate Dean for Student Affairs, Tulane University Health Sciences Center, 988-5331

(ii) Complaints by Staff - An employee who believes they have been discriminated, harassed, or retaliated against in violation of this policy must report the alleged behavior to any of the following individuals:

- Office of Institutional Equity, 862-8083
- Dean (or person designated by same) with which complaining employee is affiliated
- Associate Vice President for Workforce Management Organization, 247-1758

(iii) Complaints by Faculty - A faculty member who believes they have been discriminated, harassed or retaliated against in violation of this policy must report the alleged behavior to any of the following individuals:

- Office of Institutional Equity, 862-8083
- Department Chairperson
- Dean (or person designated by same) of the school with which complaining faculty is affiliated
- Senior Vice President for Academic Affairs, 865-5261

e.) Failure to Cooperate - Failure to cooperate in an OIE investigation will be considered a breach of responsibility. If a Respondent fails to cooperate, his or her Department Head, Supervisor, or Dean will be notified of such non-cooperation. A Respondent's silence or lack of cooperation will not prevent a complaint from going forward. Failure to cooperate in a formal review proceeding may result in the investigation proceeding solely on the basis of the available evidence.
9) Investigation & Informal Resolution of Complaints
a.) Initial Investigation - After receiving a complaint of discrimination, harassment or retaliation the Office of Institutional Equity shall promptly conduct an initial investigation.

b.) Informal Process - The University has an informal process to provide those who believe they are subject to discrimination, harassment, or retaliation with a range of options designed to bring about a resolution of their concerns.

Depending upon the nature and severity of the complaint and the wishes of the person(s) claiming discrimination, harassment or retaliation, informal resolution may involve one or more of the following or other appropriate actions:

(iv) Advising the person(s) about how to communicate the unwelcome nature of the behavior to the alleged harasser;

(v) Distributing a copy of this policy as a reminder to the department or area with which the alleged harasser is affiliated;

(vi) If both parties agree, arranging and facilitating a meeting between the person(s) claiming discrimination, harassment or retaliation and those accused to work out a mutual resolution.

Students are also encouraged to seek advice or counseling from Student Resources and Support Services, 314-2160, whether or not they decide to pursue a formal complaint. Informal resolution may not be appropriate in certain circumstances. For instance, informal resolution would never be appropriate in cases involving allegations of sexual assault. While dealing informally with a problem of discrimination, harassment or retaliation may be preferable to the complainant, a formal grievance procedure must be followed in order for the University to impose any kind of discipline on the offender. The University will proceed with the investigation and formal resolution process when deemed appropriate by the Office of Institutional Equity.

10) Investigation & Formal Resolution of Complaints

b) Formal Investigation - If the complaint cannot be informally resolved after the initial investigation, the Office of Institutional Equity shall continue the investigation or designate someone to promptly conduct further investigation of the complaint, which may in some circumstances be a neutral third party. The persons charged with investigating the complaint must discuss the complaint or the underlying behavior only with persons involved in the case who have a need to know the information, including the complainant and the accused harasser.

In the case of a complaint against a faculty member, the Office of Institutional Equity will work with the grievance committee of his or her school within the University to investigate discrimination, harassment or retaliation complaints. The committee chair shall notify the Office of Institutional Equity in writing of the findings as well as any action taken or recommendations made by the committee based on those findings.

In the case of a complaint against a student, the Office of Institutional Equity will investigate, or will designate the Office of Student Conduct to investigate, and shall notify the Office of Student Affairs in writing of the findings of the investigation. The Office of Student Affairs will, in turn, determine whether to process the matter through the Tulane Code of Student Conduct.

In the case of a complaint against a staff member or non-employee individual affiliated with Tulane (including vendors and independent contractors), the Office of Institutional Equity shall investigate and make recommendations to the appropriate supervisor as to any action to be taken.

f) Resolution will be concluded as promptly as possible - Resolution will be concluded as promptly as possible and in most cases within 60 days unless extenuating circumstances arise. Within 60 days of receiving the complaint, the Office of Institutional Equity or its designee, including the appropriate school grievance committee, shall make a finding of whether it was determined that discrimination, harassment or retaliation occurred. If the investigation cannot be concluded within that time, the Office of
Institutional Equity shall notify the complainant, and the University's General Counsel, who shall designate the appropriate person or faculty committee to conclude the investigation as promptly as reasonably possible.

g) **Objectivity** - The complainant and the accused are entitled to an investigation conducted by an impartial investigator. Thus, if the person(s) charged with overseeing or investigating complaints is implicated in the complaint, or has any personal issue that would cause a conflict of interest, the committee member or members shall recuse themselves from the proceeding. Alternatively, the Institutional Equity Officer shall conduct the investigation and make findings or shall designate someone impartial to do so, which may in some circumstances be an outside neutral third party.

h) **Standard of Review** - Claims of violations of this policy will be reviewed based upon the preponderance of evidence whether more likely than not a policy violation occurred.

i) **Notice of Outcome** -

   (i) Complaints against Faculty, Staff and Non-Employee Individuals Affiliated with the University. No more than ten (10) working days or as promptly as possible after a decision has been reached, the Institutional Equity Officer shall notify the parties to the proceeding in writing of the findings and the outcome of the investigation.

   (ii) Complaints against Students. The Office of Student Affairs shall notify the parties to the proceeding in writing of the findings and the outcome of the investigation in a manner consistent with the Code of Student Conduct.

j) **Sanctions** - Individuals found to have violated this policy shall be disciplined appropriately. Appropriate sanctions, ranging from a warning to dismissal, will be determined based on the severity of the conduct and in accordance with the provisions of applicable statutes, employment contracts, University policies, disciplinary procedures for faculty as described in the Faculty Handbook, disciplinary procedures for staff as described in the Staff Handbook, and disciplinary procedures for students as described in the Code of Student Conduct and other student discipline codes.

11) **Appeals**

   An appeal by either the complainant or the accused must be filed in writing with the Office of Institutional Equity within ten (10) working days of receiving written notice of the outcome of the investigation. Responsibility for reviewing appeals will turn on the identity of the accused. Where the accused is a student, the appeal shall be reviewed in accordance with appeals procedures described in the Code of Student Conduct. Where the accused is a staff member, the Chief of Staff and Vice President will review appeals. Where the accused is a faculty member, the Faculty Tenure Freedom and Responsibility Committee of the University Senate will review appeals in accordance with the grievance procedures described in the University Senate Constitution. By-Law III: Standing Committees, Section 1: Committee Functions, Committee on Faculty Tenure, Freedom and Responsibility: Functions.

   In exceptional circumstances, except in cases involving faculty, an appeal may be reviewed by an outside neutral third party.

12) **Other Legal Resources**

   The procedures above apply to internal complaints of discrimination, harassment or retaliation. In addition to this internal complaint procedure, victims of discrimination, harassment or retaliation may file a complaint with an appropriate government agency or, where allowed, file a civil lawsuit. Federal and state laws contain statutes of limitation barring claims filed outside of the applicable limitations period.

   k) **Office for Civil Rights** - The Office for Civil Rights (OCR) is charged with investigating complaints of harassment under Title IX, a federal law that governs harassment of students by teachers or other students. Prior to filing a lawsuit, a charge should be filed with the OCR within the time period designated by law. A student wishing to file an administrative complaint should contact:

   **U.S. Department of Education**
   Office for Civil Rights Dallas Office
I) Equal Employment Opportunity Commission - The Equal Employment Opportunity Commission (EEOC) is charged with investigating complaints of harassment under Title VII, a federal law that governs harassment of faculty members and staff. Prior to filing a lawsuit, Title VII requires that a charge be filed with the EEOC within the time period designated by law. An employee wishing to file an administrative complaint should contact:

Equal Employment Opportunity Commission
Regional Office
1555 Poydras, Suite 1900
New Orleans, LA 70112 (504) 589-2826

13) Dissemination of Policy
This policy will be distributed to all faculty, staff, students, administrators, and will be made available to anyone else connected with the University. All University employees and students who subsequently become part of the educational community shall be informed of this policy during their orientation. This policy may be revised from time to time and such revisions will be posted on the University's web site located at http://tulane.edu. Any incident reported under this policy will be governed by the policy posted on the web at the time of the incident.

14) Revisions to Policy
Proposed revisions to this policy will be presented to the University Senate for approval or disapproval.

15) False Accusations Forbidden
While we encourage all to report good faith claims of discrimination, harassment or retaliation, false accusations can have a serious effect on innocent people. If an investigation results in a finding that an accusation of discrimination, harassment or retaliation was maliciously or recklessly made, the accuser may be disciplined appropriately.

Appropriate sanctions, ranging from a warning to dismissal, will be determined based on the severity of the conduct and in accordance with the provisions of applicable statutes, employment contracts, University policies, disciplinary procedures for faculty as described in the Faculty Handbook, disciplinary procedures for staff as described in the Staff Handbook, and disciplinary procedures for students as described in the Code of Student Conduct and other applicable student discipline codes.

D. AMERICANS WITH DISABILITIES ACT
The University is committed to nondiscrimination and employment of qualified individuals with physical and mental disabilities in accordance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA), and state and local laws and ordinances. An individual
is considered to have a disability if they have a physical or mental impairment that substantially limits one or more major life activities, has a record of such impairment, or is regarded as having such impairment.

The ADA prohibits discrimination against a qualified individual with a disability in employment practices such as job application procedures, hiring, promotion, discharge, compensation, training, benefits and other conditions of employment. A qualified individual is one who can perform the essential functions of his or her job with or without a reasonable accommodation. The ADA also requires that employers provide reasonable accommodations to qualified individuals with known disabilities. A reasonable accommodation is designed to assist an employee in the performance of his or her job without placing an undue hardship on Tulane or posing a direct threat to the employee or to other individuals.

The Office of Disability Services has been designated to coordinate employee requests for workplace accommodations. Employees should make accommodation requests directly to the Office of Disability Services. It is your responsibility to request an accommodation. Tulane may require written documentation from your health care provider with knowledge of your limitations. If the Office of Disability Services notifies the Workforce Management Organization that an accommodation has been approved, implementation of the accommodation will be handled by your department.

If you requested and were granted an accommodation, you must report changes in your ongoing need for accommodation.

The University has adopted an internal grievance procedure providing for prompt resolution of complaints alleging violation of the University's ADA policy. If you have concerns regarding denial of a reasonable accommodation or the specific accommodation selected by the University, you are encouraged to review the process with the Office of Disability Services. In the event you disagree with the determination or proposed accommodation or believe you have been discriminated against based on a disability, you should contact the Office of Institutional Equity.

E. TITLE IX

It is the policy of Tulane University to comply with Title IX of the Education Amendments of 1972, which prohibits discrimination (including sexual harassment and sexual violence) based on sex in the University's educational programs and activities. Title IX also prohibits retaliation for asserting claims of sex discrimination. Tulane University has designated Title IX Coordinators, to coordinate Tulane's compliance with and response to inquiries concerning Title IX. Faculty, Staff or Students may contact the following Tulane staff for information:

Deborah Love, Title IX Coordinator or
Wendy Stark, Deputy Title IX Coordinator
Office of Institutional Equity
200 Broadway, Suite 105 A
New Orleans, LA 70118
(504) 862-8083
dlove1@tulane.edu
wstark@tulane.edu
POLICY: ACCESS AND ACCOMMODATION IN INSTRUCTION FOR STUDENTS WITH DISABILITIES

Tulane University School of Social Work is committed to providing an accessible, accommodating and supportive teaching and learning environment. All students requesting accommodations are required to contact the Goldman Office of Disability Services (ODS) which is committed to providing equal access and a friendly environment for all who study and work at Tulane University. Students and employees with psychological, medical/physical, and learning/developmental disabilities are served. Through a collaborative relationship, modifications to the academic or work environment – accommodations – can be offered. Our mission is to provide services and promote an accessible environment to all members of the Tulane community.

It is the policy and practice of Tulane University to comply with the Americans with Disabilities Act (Pub. L. No. 101-336), Section 504 of the Rehabilitation Act of 1973 (Pub. L. No. 93-112, § 504, as amended), and state and local requirements regarding individuals with disabilities. Under these laws, no qualified individual with a disability shall be denied access to or participation in services, programs, and activities of Tulane University.

RESOURCES

RESOURCES: FEDERAL WORK STUDY

FWS-CS funds are available as part of the field placement experience.

FWS-CS employment is designed to improve the quality of life for local community residents, particularly low-income individuals, or to solve particular problems related to their needs. FWS-CS must primarily benefit the community or the community residents, as opposed to an agency, organization or the university. Community services could include, but are not limited to – tutorial services, family literacy services, child care, welfare, health care, social services, recreation, housing and neighborhood improvement, public safety, community improvement, support services for students with disabilities, mentoring and counseling.

Placement Criteria

1. Students must be eligible for FWS, as determined by the University Office of Financial Aid.
2. Employment must be with a federal, state or local public agency or a non-profit organization and must meet the requirements for FWS-CS.
3. Students may receive FWS-CS during their field placement experience after the first semester.
4. Students will be offered placements for each semester based upon financial need and on a first-come, first-served basis until funds have been exhausted. FWS-CS placements cannot be guaranteed prior to the beginning of the semester.
5. Students will be employed in a community service agency and will receive a fixed amount of compensation per semester, not to exceed their approved FWS limit determined by the University Office of Financial Aid.
6. Students participating in FWS-CS are considered paid employees performing a service for which they will receive compensation.

7. Students will be assigned placements in the community by the School of Social Work, Office of Field Education, and will be supervised by a designated task supervisor located at the student's work site. Students may submit a proposal for work in a community service setting other than those predetermined by the School.

Exclusions

1. Community service employment is not in the public interest if:
   - It primarily benefits members of an organization that has membership limits, such as a credit union, a fraternal or religious order, or a cooperative.
   - Involves any partisan or non-partisan political activity or is associated with a faction in an election for public or party office.
   - Is done for an elected official unless the official is responsible for the regular administration of federal, state or local government.
   - It is work as a political aide for an elected official.
   - A student's political support or party affiliation is taken into account in hiring him or her.
   - It involves lobbying on the federal, state, or local level.

2. FWS employment must not displace or replace employees or impair existing service contracts.

3. FWS positions must not involve constructing, operating or maintaining any part of a building used for religious worship or sectarian instruction.

Policies concerning and decisions related to FWS-CS will be made by the Office of Field Education at Tulane School of Social Work in accordance with the Tulane University Director of Student Employment.

PROCEDURES:

1. Students will be notified by the University Office of Financial Aid as to whether they qualify for Federal Work Study prior to beginning the fall semester. On the notification letter, the student must check “accept” or “decline” for the FWS and return the letter to the University Office of Financial Aid. Certification for FWS-community service does not imply a guarantee of a job nor total earnings.

2. Should the student decide to pursue FWS employment, they must then contact the Tulane School of Social Work Office of Field Education at 504-862-5314 for guidance on placement in a CS setting.

3. Once a CS site is assigned, the student should arrange an interview with the appropriate person at that CS site.

4. It is the responsibility of the student to contact the TSSW Financial Manager/I-9 Coordinator, to complete Personnel Action Forms, W-4’s, I-9’s, and other pertinent paperwork prior to actually beginning employment.

5. The CS site task supervisor and student are responsible for monitoring work time and activities.

RESOURCES:  

INSTITUTIONAL RESEARCH BOARD (IRB)  

The Tulane School of Social Work encourages and supports research on our program and student body that seeks to further the knowledge base of the profession and improve learning. To facilitate this process, those wishing to conduct a study using the TSSW student population must adhere to the procedures below.

PROCEDURES:

1. Requests should be made in writing to the chair of the TSSW in-house IRB. Please also send a copy to the Dean, who will forward any scheduling information needed.

2. Accompanying this request, one should submit three (3) copies of the appropriate IRB review form, available at http://tulane.edu/asvpr/irb/index.cfm, all supporting documents (e.g., consent forms, measures to be used),
a summary of the research methodology (including plans for data collection, analysis and dissemination), a
summary of the purpose/rationale of the study and evidence of IRB approval from the sponsoring
organization (or its equivalent).
3. Once the research has been approved by TSSW, you will be asked to make copies of the proposal for
university IRB review. Please be aware that the university IRB meets once each month. Proposals not
received by the last day of the preceding month will not be reviewed until the following month. The
researcher will be notified directly following IRB review of the proposal.
4. Once approval is granted, one may schedule data collection. Scheduling should be completed at least one
week in advance, so students and any faculty or staff involved may be notified and invited to participate.
5. The principal investigators or their designees should complete data collection, unless negotiated through the
TSSW Dean and in-house IRB in advance of data collection.
6. Scheduling can be conducted informally with faculty, but class time may not be used. *(We suggest collecting
data during lunch and providing students with a light meal or snack to increase response rate. We discourage
collecting data at the end of the day when students are tired. This generally leads to poor response.)*
7. Scheduling data collection with part-time students should be negotiated with the Dean, once approval for data
collection is granted.

**RESOURCE POLICY: TRAVEL FUNDS FOR EDUCATION 6/2015**

Partial funds can be reimbursed to TSSW students for travel related to conferences and training opportunities,
not including global or domestic credit earning courses. Two sources are available: The Dean and the Student
Government Association (SGA). The SGA has a limit of $250 for each student, while the Dean makes awards at
his discretion. The student is expected to show partial responsibility for all requests.

Procedure:
1) The student is responsible for obtaining an application form, completing this application and submitting it
to the Assistant Dean at least three weeks before the travel date. The form asks for a detail of costs, the
amount to be covered by the student, amount requested of the dean/SGA as well as a statement about the
relevance to social work.
2) The Assistant Dean will review, get approval from Dean if Dean funds are requested and submit to the SGA
Treasurer within three days.
3) The SGA Treasurer will submit for payment only after the student provides actual receipts (not copies) for
expenses and evidence of attendance including boarding pass as well as conference name tag, conference
receipt, or other registration verification. Submit all receipts to SGA Treasurer (SGA funds) and/or Kathy
Smith (Dean’s funds) as soon as you return from your travel. Please discuss with Kathy how the check
from the Dean’s funds will be received.
4) On the form please indicate if you want the check mailed to your home or held for pickup. If held, it will be
available for you to pick up in the LBC, G11, open M-F, 8:30-5.

**RESOURCE POLICY: TRAVEL RELEASE AND WAIVER DOCUMENTS 6/2015**

All students who travel abroad or to a domestic Tulane program in which Tulane credit hours will be earned must
sign two agreements: the Agreement for Participation and the Release and Waiver. These are legal documents and
must be read carefully. They are currently written for travel abroad, but can be adopted to domestic travel. Please
see the Director of Global Programs or the Director of Student Affairs for these documents.
TULANE UNIVERSITY RESOURCES

Student Health Center. All full-time Tulane students are eligible to be seen at the following facilities. Part-time and dissertation students need to pay a Health Center fee to be eligible.

http://tulane.edu/health/mental-health-resourcesnew.cfm
- Health Care
- Counseling and Psychiatry
- Health Promotions
- Substance Abuse Clinic
- Women’s Clinic

- The Downtown Student Health Center (Building 6) is located at 127 Elks Place, Room 261. (504) 988-6929. Health and Mental Health services are available.
- The Uptown Student Health Center (Building 92) is located on the corner of Willow Street and Newcomb Place. (504) 865-5255
- Women’s Health Clinic, (504) 865-5708
- the Well - Tulane’s Center for Wellness and Health Promotion
  Ground floor of the Reily Student Recreation Center, Suite 115
  (504) 314-7400 whp@tulane.edu

Tulane University Health Sciences Center Public Safety – Downtown Campus
1430 Tulane Avenue, SL-81
New Orleans, LA 70112
Emergency dial: 55531 from any Health Sciences campus phone
Emergency: (504) 988-5555
For Service: (504) 988-5531

Tulane University Police Department – Uptown Campus
Emergency dial: 25200 from any campus phone
Emergency: (504) 865-52--
TUPD Victim’s Resources (non-emergency): (504) 865-5200

Tulane’s Emergency Medical Service
504-865-5911

Goldman Office of Disability
Science and Engineering Lab Complex
1st Floor (Building 14 on campus map)
New Orleans, LA 70118-5698
504-862-8433
https://tulane.edu/studentaffairs/disability/

Student Resources and Support Services
http://tulane.edu/studentaffairs/support/index.cfm
Lavin-Bernick Center, Suite G02
Erica Woodley, Asst Vice President, Student Affairs and Asst Dean of Students
ewoodley@tulane.edu / (504) 314-2160
Office of Violence Prevention and Support Services
http://tulane.edu/studentaffairs/violence/index.cfm
Lavin-Bernick Center, Suite G02
Julia Broussard, Coordinator, (504) 314-2161

Office of Student Conduct
Lavin-Bernick Center, Suite G02
Vanessa Rodriguez, Director (504) 314-2160

Sexual Aggression Peer Hotline and Education (SAPHE)
Tulane’s 24/7 peer-operated hotline / (504) 654-9543

Housing Resident Life (HRL) Professional Staff on Call:
(504) 875-6484

Office of Institutional Equity (OIE)
Sexual Harassment, Discrimination, Hate Crimes
(504) 862-8063

Religious Life
Religious Life Co-Chairs for 2012-2014:
Rev Will Tabor / 214.499.1393
will.tabor@ruf.org

Rev. Matt DeGier
mdegier@tulane.edu
504.909.1428

Tulane Legal Aid Program (TULAP)
Free Legal services provided by Tulane Law School
504-865-5515 to schedule an appointment or make an appointment online at http://law.tulane.edu/tulap