

GRADUATE HANDBOOK

2018-2019



Doctorate of Social Work
Tulane University

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**GRADUATE STUDY in the DOCTORATE in SOCIAL WORK PROGRAM
TULANE UNIVERSITY SCHOOL OF SOCIAL WORK**

Vision and Mission of the Program

The Doctorate in Social Work Program at Tulane University School of Social Work prepares students for excellence in advanced clinical and community practice. The program develops scholars who create and disseminate knowledge on social work with diverse populations. Included are those populations most vulnerable to social injustice, discrimination, and poverty – conditions that deprive people of access to economic, social, and psychological resources. Graduates will be able to expand, integrate, and evaluate the existing professional knowledge base for effective social work. To accomplish this mission, the program is committed to an experiential approach that incorporates apprenticeship, mentoring, active learning, and immersion in a community of scholars.

The DSW program extends the mission of the MSW program by expanding on the existing skill set of MSW level social workers. Both maintain commitments to vulnerable populations and social justice but the DSW will equip practitioners with an expanded skill set that is contingent on (1) fully mastering the skill set procured in the MSW program; and, (2) at least three years of full-time practice experience. Because the MSW is the terminal degree in social work, there exists a need for additional training for those clinicians who want to extend their expertise into program management, innovative therapies, private practice or university-based teaching.

The post-MSW Doctorate of Social Work (DSW) in Advanced Clinical Practice program is for individuals interested in advancing their clinical knowledge and becoming leaders in clinical practice. These individuals are interested in an advanced practice credential rather than becoming researchers or scholars. Advanced practitioners in social work are research-literate, reflective and professional leaders in their field. They are able to draw on a range of empirical, theoretical and professional sources of knowledge and take the lead on social work policy and practice innovations.

Program Goals

The Advanced Clinical Practice Doctorate of Social Work Program at Tulane University develops leaders in clinical practice and teaching who:

- (1) Apply innovative and critical thinking to pressing social, economic and environmental problems, especially in urban areas
- (2) Advance knowledge through research relevant to social work practice
- (3) Collaborate with practitioners in an array of related disciplines
- (4) Conduct action research in partnership with community organizations and groups
- (5) Communicate evidence-based social work knowledge through teaching and publication

DSW Program Structure

Organization and Management

The DSW Program is housed in the Tulane University School of Social Work. There is a Program director who is responsible for overall direction and content of the program. Additionally there is an Associate Director who manages the day-to-day activities in the program, and serves as a liaison to students. The program director will be appointed to a renewable three-year term and reports directly to the Dean of Tulane School of Social Work.

Degree

The DSW Program awards a clinical degree of Doctorate in Social Work.

Skill Set of DSW Graduates

What follows is a list of the several key areas of skills that the DSW program actively cultivates through coursework, clinical experience, internships, mentoring, research experiences, and other DSW activities.

Organizational, Management, and Leadership Skills

- Strong oral and written communication skills.
- Ability to identify problems, formulate alternatives, and promote change
- Knowledge of effective ways to supervise, direct, and guide, individuals in completion of tasks and fulfillment of goals
- Strong conflict management and resolution skills

Clinical and Practitioner Skills

- Advance knowledge through research relevant to social work practice
- Conduct action research in partnership with community organizations and groups
- Communicate evidence-based social work knowledge through teaching and publication

Policy Evaluation Skills

- Ability to understand the role, purpose, and nature of policy
- Expertise in analyzing the process of policy formulation and implementation
- Proficiency in identifying key policy actors and organized interests in policy actions
- Strong skills at troubleshooting problems and assessing policy options; developing an implementation strategy; linking project management and research results to policy actions; building support for policies; and developing policy evaluation criteria

Role of DSW Faculty

The curriculum for this program will be taught by a combination of full-time and visiting scholars with the support of practitioners in related fields of expertise. These faculty members

will be joined by other faculty from the School and by visiting scholars who bring key expertise and who have national reputations in the field.

Tuition & Fees

Exact tuition rates will vary annually, and will depend on the exact number of credits for which a student is registered. For the 2016-2017 academic year, tuition for the Tulane School of Social Work will be \$981 per credit hour plus associated fees. Students will typically take 27 credit hours each year for the first two years of school, and two credits in their final year. Note: Mississippi students are not required to pay the student activity fee, which covers the cost of the Tulane Reilly Center gym, as well as other services available only on the New Orleans campus.

Predicted cost per semester for 1st and 2nd year DSW students*

	New Orleans	Biloxi
Tuition	\$8,829	\$8,829
Academic Support Fee	\$420	\$420
Student Activity Fee	\$590	N/A
TOTAL	\$9,839	\$9,249

*Based on 9 credit hours per semester.

Admission to the DSW Program

Applicants admitted to the DSW program enter the program based upon site location schedule. (See the DSW website for schedules.) The admissions process is competitive; students should consult the DSW webpage for application information and should submit required admission material through the School of Social Work Admission office.

Members of the DSW Admission Committee evaluate all applications for entry in the program. Admissions decisions take into account undergraduate and graduate courses and grades, letters of recommendation, professional history, a personal statement, and GRE scores (not required, but may be submitted to buttress an application).

Admissions Matrix

Admission to the DSW Program is highly selective and based on a matrix assessment that takes the following elements into account.

1. A Master's Degree in Social Work from a CSWE accredited school.
2. A minimum grade point average of 3.3 in both graduate and undergraduate study.
3. Three or more years of social service agency employment or the equivalent experience post-masters.

Required Admission Material:

Deadline for all required materials is **based upon site location, check the website for details (<http://tulane.edu/socialwork/dsw/>)**.

1. Completed Tulane School of Social Work application for the DSW Program.
(<https://www.applyweb.com/tussw/>)
2. Official transcripts from each college or university attended. For transcripts in a language other than English, please provide a certified English translation with an explanation of the grading system directly to the program at the above address.
3. Personal Statement. State clearly why you wish to enter the Advanced Clinical Practice DSW program; why you chose Tulane as your place of study; your career goals and their relation to advanced study; and any other information you feel will be helpful to the Admissions Committee. To be submitted to the DSW program office.
4. Curriculum vitae (CV) or resume and copies of any publications or research.
5. Recommendations. Minimum of three academic and/or professional references from persons able to comment on your personal, academic, and professional qualifications.
6. For non-native English speakers, Official TOEFL scores must be sent directly from the Educational Testing Service (ETS) to the DSW Program in the Tulane School of Social Work. Acceptable TOEFL scores are 600 for the paper version, 120 for the computer version and 95 for the web version.

Continuous Enrollment

Students must be continually enrolled within the program, regardless of whether they are able to take a course during an academic term. Continuous enrollment is achieved by registering for Advanced Clinical Project research, regardless of whether a student is actually at that stage in his/her/their program. Advanced Clinical Project research is the equivalent of one academic unit. Students who are not registered for three consecutive terms will automatically be dropped from the program.

Students may only enroll as full-time students in the doctoral program. Full-time status is nine or more hours per semester, which is the equivalent of two courses plus a 1-hour seminar. DSW students have four years from the date of matriculation to complete all requirements for the DSW including the Advanced Clinical Project.

Degree Requirements

The curriculum consists of a minimum of 56 hours of required courses. Nine hours of coursework per semester is considered full-time doctoral study. Students may “test out” of a course, with the instructor’s permission, but only the course and not the credit requirements

are waived. Students do **not** receive credit for courses they have been waived out of. In addition to the required courses, students must pass their Qualifying Exam and defend their Advanced Clinical Project prospectus, before candidacy is given. After completion of the second year of coursework, the student will take a Qualifying Examination. The student is expected to complete an Advanced Clinical Project. This project can take many forms and will get finalized through discussions with the faculty advisor, though for most students it will be accomplished by publishing a peer reviewed article or submitting two articles for publication in peer reviewed journals.

DSW Curriculum

Specialization and Integration

Students are encouraged early on to identify an area of social work practice that will become their area of specialization. Each course provides an opportunity for students to broaden and deepen the area of specialization and integrate theory, practice, and research. Students have the opportunity and are encouraged in a number of the required courses to exhibit their competence and further their integration of knowledge through the writing of scholarly papers and lecturing in regularly scheduled colloquia. The goal of the program is to graduate students who are competent in an area of specialization from the standpoint of advanced clinical practice, teaching, and theory, and who are able to contribute to a more informed practice. Additionally, it is important that the student understand the policy implications of their research efforts.

Courses

The Tulane School of Social Work has developed the following curriculum for a Doctorate in Social Work. Regular, full-time faculty (for continuity and foundational pedagogy) and visiting faculty (providing diverse perspectives) will teach in the program. The curriculum consists of a minimum of 56 hours of required courses. As mentioned previously, nine hours of coursework per semester is considered full-time doctoral study.

While courses will be graded using a letter grade system, individual assignments may be graded as pass/fail or similarly. This is in keeping with grading practices in other doctoral programs, which typically do not emphasize grade point average as the most relevant measure of academic merit. Instructors may also use their own system to determine grades. Please consult with professors directly for any questions regarding how grades are determined in a given class.

Fall-Year 1 (total 9 credits)

Course	Hours	Advanced Clinical Project
Scholarship of Practice in the Policy Context (SW 9972)	4	Consider Topic
Research Methods, Development & Implementation (SW 9951)	4	

Advanced Clinical Project Seminar	1	
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Spring-Year 1 (total 9 credits)

Course	Hours	Advanced Clinical Project
Historical Approaches to Social Welfare (SW 9971)	4	Finalize topic Develop research questions
Intro. to Quantitative Methods for Services Outcome Research (SW 9941)	4	
Advanced Clinical Project Seminar	1	

Summer-Year 1 (total 9 credits)

Course	Hours	Project
Social Work Theory, Practice Models & Methods (SW 9961)	4	Begin literature review Develop research design
Intro. to Qualitative & Interpretive Approaches to Human Inquiry (SW 9942)	4	
Advanced Clinical Project Seminar	1	

Fall-Year 2 (total 9 credits)

Course	Hours	Project
Designs for Clinical-Community Practice Research (SW 9955)	4	Identify faculty advisor
Advanced Clinical Project Development Seminar I (SW 9994)	4	Apply for IRB approval
Advanced Clinical Project Seminar	1	Submit ACP proposal to Program Director

Spring-Year 2 (total 9 credits)

Course	Hours	Project
Applied Social Statistics (SW 9943)	4	

Measuring Social Phenomena: Social & Economic Problems (SW 9980)	4	Complete literature review
Advanced Clinical Project Seminar	1	

Summer-Year 2 (total 9 credits)

Course	Hours	Project
Qualifying Exams	4	Collect data
Advanced Clinical Project Development Seminar II (SW 9995)	4	
Advanced Clinical Project Seminar	1	

Fall-Year 3 (total 1 credit)

Course	Hours	Project
Advanced Clinical Project	1	Analyze findings

Spring-Year 3 (total 1 credit)

Course	Hours	Project
Advanced Clinical Project	1	Defend final project

Qualifying Exam

In addition to the required courses, students must pass their Qualifying Exams before candidacy is given. After completion of the second year of coursework, the student will take a Qualifying Examination.

The Qualifying Exam is scheduled for the summer term, following the second year, having completed all the required coursework. The purposes of the Qualifying Exam are:

- (1) To test command of an area of social work research expertise and substantive implications for social work, including applications in the community.
- (2) To test mastery of research methods including research design, data analyses, measurement, and hypotheses testing.
- (3) To test ability to relate knowledge to social work practice based on an underlying commitment to the values and philosophy of the profession.

The purpose of the Qualifying Exam is to demonstrate a student's ability to develop a command of the literature in particular areas and subareas and synthesize this knowledge into a coherent framework. That is, students are required to demonstrate considerable knowledge about the evolution and growth of ideas in the area as well as the issues that continue to engage scholars. Typically, coursework is a valuable starting point for exam paper preparation, but students will need to go beyond formal coursework to master independently their identified area of expertise. Students must also demonstrate an ability to situation specific research fields, constructs, and theories within a broader academic framework.

The Qualifying Exam committees will evaluate student performance based on their success in meeting the following four objectives:

(1) The Qualifying Exam should demonstrate that the student is familiar with the literature in the selected area of specialization and demonstrate both breadth and depth of scholarly and applied knowledge. It is essential that the student cites and summarizes the most influential publications in the field (both classic and recent publications). The student must be able to demonstrate and explain key ideas and apply key concepts.

(2) Student performance on the Qualifying Exam must demonstrate that the student has not only read but can integrate the literature and identify the big questions that push the area forward. What are the most important conceptual issues? What are the new theoretical perspectives? What new lines of empirical research are most promising? Why? Students should be able to highlight the leading debates of their field throughout the exam and to explain why particular theoretical issues or empirical topics are on the cutting edge of contemporary research. In short, the exam must go beyond mere summary to offer integration and synthesis and essentially join the forefront of major debates in the field(s), identify gaps in the scholarly literature, and engage with cutting-edge questions and issues.

(3) The Qualifying Exam must not only catalogue and rank the literature in terms of importance, centrality, and research generated, but also give voice to the writer. The student must be able to demonstrate that s/he has the ability to assess the field critically. S/he must also be able to distinguish her/his/their own views and evaluations from the ideas and criticisms of other scholars (and properly cite sources of criticism).

(4) The Qualifying Exams should demonstrate the author's ability to write well and be able to express complex and challenging ideas and concepts in a clear, coherent, and succinct fashion. Overall, the Qualifying Exams must demonstrate competency and expert command of the recognized specialty areas and highlight the student's specific interest in the areas, especially pertaining to the Advanced Clinical Project.

The Advanced Clinical Project

Prior to graduation, the student must complete an Advanced Clinical Project (ACP). The Advanced Clinical Project is a piece of independent, rigorous academic scholarship that

addresses a substantive question or issue within the field of Social Work. While its final composition may take several forms and will get finalized through discussions with the faculty advisor, for most students it will be accomplished by publishing a peer reviewed article or submitting two articles for publication in peer reviewed journals. The ACP will be designed and executed by the student, in consultation with their selected Faculty Advisor. Other forms the ACP might take include (but are not limited to) scholarly products like grant applications to federal and national organizations (e.g., NIMH, Kellogg Foundation) and books written individually or in collaboration with a faculty member. In all cases, students are encouraged to submit their proposal ideas to the Program Director for approval prior to commencing work on the ACP contract with their Faculty Advisor.

Purposee and Goals

The ACP is a comprehensive project that reflects the integration of the student's advanced theoretical knowledge, superior research skills and professional expertise. Through the Advanced Clinical Project, the student will make a substantive, scholarly contribution to social work research and practice in a particular topic area of his/her choosing. At the conclusion of the educational program, the student should have in-depth mastery of a selected area of scholarship directly relevant to social work practice, including social welfare policy and services.

The Advanced Clinical Project measures the student's ability to conceptualize, critically analyze, and communicate knowledge in an organized and cogent way. It requires application of social work theory and research methods developed over the course of the student's studies in the DSW program, and integration of the student's professional knowledge base.

Process and Procedures

Through the ACP, students are required to make a scholarly contribution to the field of social work through their own independent analysis of a relevant, substantive topic. Their final product must include a review of existing research, relevant theoretical and methodological approaches to the issue, and policy and practice implications. While these projects may take different forms, each student is encouraged to produce a high-quality piece of scholarship.

Below is the recommended timeline for completion of the ACP. Although students do have four years from the date of matriculation to complete all of the requirements of the program, including the ACP, they are expected to finish in three years and should thus make every effort to adhere to this schedule.

Fall term of the second year (4th semester): The student will be required to finalize their ACP and select his/her faculty mentor. At this time, DSW Faculty Advising will shift away from general

advising to each student working with a specific faculty mentor who will support him or her on the ACP.

Working in collaboration with their selected faculty advisor, the student will complete a short proposal that specifies: (a) a working title for the research project; (b) the timeline for completion of the work and submission of the article or work product (e.g., grant application); (c) relative work responsibilities for achieving (b); (d) anticipated authorship credit and sequence; and, (e) the name of the journal, publisher or organization where the work will be submitted. This proposal will be submitted to the Program Director in the form of a letter, signed by both parties (please see the example template). The DSW Program Director will respond in writing within two weeks either approving the proposed working relationship, rejecting it or asking for revisions and/or further clarifications.

Some examples of possibly acceptable projects include:

1. One published article in a program-approved peer reviewed article.
2. Two articles submitted to a program-approved peer reviewed article.
3. One program-approved and advisor approved program evaluation of a community agency.
4. Two grants of a minimum of \$10,000 submitted after approval of ACP advisor and program director.
5. Receipt of funding for \$10,000 of a grant approved by the ACP advisor and program director.
6. Creation of a new course or training product to be delivered at a CSWE-approved School of Social Work, the student must create a new syllabus, get State Board approval for social work CEUs teach the course, secure course evaluations, and write a report for submission to the faculty advisor.
7. Students may also do a combination of any of the above should the opportunity arise.

During this semester, the student should also complete an application with Tulane's Institutional Review Board (IRB) to as a required part of their coursework for the term.

Spring, Summer term of second year (5th & 6th semester): The student will continue to work on the ACP using the process outlined and approved by the Program Director, in close consultation with his/her faculty advisor. Completing the literature review, collecting data, and drafting initial findings are likely to be the student's primary research activities during this time. Students are expected to make steps towards the completion of their ACP while continuing their coursework.

Fall, Spring term of third year (7th & 8th semester): The student will move towards completing the ACP during these two semesters. Data analysis, revision and final submission to the selected publication (subject to the approval of the faculty advisor) will likely be the primary research activities during this period.

Faculty Advisor

To support the DSW students and encourage collaborative relationships between the DSW students and TSSW faculty, the DSW program will financially support TSSW faculty for working with DSW students to meet their ACP graduation requirement. Given the recent proliferation of online journals, it is anticipated that the primary reason for rejection will be the quality of the targeted journal outlet. To help prevent this from occurring, DSW students and TSSW faculty are encouraged to consult ISI's Journal Citation Reports for a list of the top social

work journals. Although outlets for DSW ACP projects are not confined to this list, it is a valuable place to begin.

Following approval of the proposed project by the DSW Program Director, the DSW student and the TSSW Faculty Advisor will work to complete the project as articulated in the proposal. When the article or other work product is completed (e.g., in the event of a journal article, a letter of acceptance is sent from the Editor, or an Award Letter from a funder) the DSW student and the TSSW Faculty Advisor will send a copy of the acceptance letter, any supporting material (e.g., the editorial reviews that may have been required following the initial submission; those typically provided to authors on a Revise and Resubmit determination), and the final accepted version of the article to the DSW Program Director. Once these documents are received by the DSW Program Director, he/she will process a one-time payment to the

Faculty Advisor for \$1,000.

Time-to-degree

Students have four years from the date of matriculation to complete all of the requirements of the program, although they are expected to finish in three years. DSW students are expected to be enrolled in 9 hours per semester during their first two calendar years of the program. The DSW program follows the rules of TSSW with respect to time-to-degree: the Advanced Clinical Project must be completed within four years after a student has been admitted to the program. Beyond this period, the program may grant a maximum of two one-year extensions, but these will be granted only in extraordinary circumstances and are entirely at the discretion of the Program Director. The DSW program will notify the Dean of the School of Social Work of each extension granted or denied, and forward to the Dean the student's written request and the program's official response. Beyond the six-year period of tenure, a student who has neither completed the requirements for the degree nor received an extension will no longer be considered a degree candidate and will be administratively terminated from the program.

Course Catalog Descriptions

SW 9972: Scholarship Practice in the Policy Context. This seminar introduces students to the political and sociological approaches to investigate the formation, evolution, and implementation of social policy. Research studies in policy formation, policy implementation and policy evaluation are stressed. Materials on the legislative processes, societal institutions and societal values as reflected are stressed. The seminar is designed to provide a basic theoretical foundation for students to conduct advanced policy research. Students will review and critique some of the seminal theoretical literature that informs policy research and will examine specific applications of social theory to policy questions.

SW 9941: Introduction to Quantitative Methods for Services Outcome Research. This course is an introduction to statistical analysis for doctoral students in social work. It covers basic statistical methods for use with experimental, quasi-experimental, and non-experimental research designs. The course provides basic mathematical, conceptual, and design tools for data analysis in social work research. Beginning computer applications for data analysis in social work research are also introduced.

SW 9942: Introduction to Qualitative and Interpretive Approaches to Human Inquiry. This course introduces the student to the purposes, goals, and logic of qualitative/naturalistic research methods as they are applicable to social work problems and questions. The course is orientated toward providing students with (1) an introduction to the "field" of qualitative inquiry and (2) a beginning experience with research skills appropriate to the ecological/field perspective on social work practice. The emphasis in this course is on the discovery function of knowledge building activities. In this, as in all courses in the program, the ultimate aim is to prepare students to effectively meet their responsibility to continually assess and improve their own practice and to add to the general store of social work practice knowledge.

SW 9961: Social Work Theory, Practice Models and Methods. This course provides students opportunities to examine the structure of selected theories, models and principals that social workers use to support their practice. Specifically it provides both a framework and a forum for students to: (a) hold conversations about the historical and contemporary factors affecting social work practice theory, including the values of American culture and changing technologies; (b) examine practice effectiveness research; and (c) propose newly configured models for theory supported practice.

SW 9971: Historical Approaches to Social Welfare. This seminar explores the historical context for the development of professional social work values, ideologies and methods.

SW 9994 & 9995: Advanced Clinical Project Development Seminars I & II. These courses are an introduction to managing all the aspects of successfully completing the Advanced Clinical Project. These courses will provide an emphasis on understanding the basic expectations and requirements as well as the ethical and pragmatic considerations of conducting a study. Based on the experiential method of learning and as a way to apply the concepts they will learn, all students, as a class, will be required to design and conduct a research study in collaboration with the instructor and write up their findings in a publishable manuscript. They will be prepared to formally present their findings to colleagues at a mini- convention at the end of the semester. Each student will also be given written and videotaped feedback on content and presentation style.

Standards for Academic Performance

The student's DSW faculty mentor will assess performance according to several indicators including graduate course work, development of the Advanced Clinical Project, and professional activity and development. Indicators of professional development include such activities as clinical practice, preparing a manuscript for peer-review, submitting a grant proposal, and presenting research at a professional conference.

Minimum standards for continuing in the DSW program:

- 1) No incompletes; i.e., all incompletes must be resolved within 30 days or by the start of the next semester, whichever comes first.
- 2) GPA = 3.0 minimum

The DSW program is aware that extenuating circumstances can impede a student's progress through the program (for example, an illness that requires a semester's leave of absence). These situations will be considered on a case-by-case basis and, if deemed appropriate, an extension of these deadlines will be granted by the DSW Program Director. However, extensions will be given only in exceptional cases.

Academic Grievance Procedure—DSW Program, Tulane University

The following procedures are in accordance with those approved by the Senate Committee on Academic Freedom and Responsibility of Students, October 1989. (September 1992)

(1) If a grievance cannot be resolved by informal mediation within seven days of its referral to the Program Director (or surrogate in the specified exception), the student will be informed of his/her/their right to bring the matter before a program grievance committee. The student will be granted 48 hours from the time of notification of right of grievance hearing to notify the Program (or surrogate) of his/her/their decision. The responsible party shall then convene and schedule the grievance hearing, if requested, within one week of such notification.

(2) The program grievance committee shall consist of three faculty members appointed by the Program Director (or surrogate). Ideally, the committee will consist of tenure track faculty members from the TSSW.

(3) The Program Director (or surrogate) shall advise the committee members of the name of the student and shall notify the student of the composition of the committee at least two days before the hearing.

(4) Requests by students to remove a faculty member from the committee for cause or by committee members to remove themselves for cause shall be entertained by the Program Director (or surrogate) and granted only in extreme cases.

(5) Requests by parties involved in the grievance process for extensions of the above time limits shall be entertained by the Program Director (or surrogate) and granted only in extreme cases.

(6) Both the student and the instructor have the right to submit written statements of their opinions concerning the grievance to the grievance committee and shall be encouraged to do so. Both parties also have the right to appear before the committee during the hearing and shall be encouraged to do so. Neither party is obligated to submit a written opinion or to appear personally before the committee. Choice regarding these options shall not be weighed in committee deliberations.

(7) If the grievance is against the Program Director, the statement should be submitted to the Dean of Tulane School of Social Work, who will preside over and execute all matters discussed below.

(8) Instructors against whom grievances are filed are obligated to submit to the committee all written materials (test, papers, record of grades, and so forth), which bear directly on the grievance case unless those materials already have been returned to the student.

(9) Instructors are expected to retain written materials for a period of at least six months following the end of the semester in which the material was submitted for purposes of grading.

(10) Parties giving testimony in a hearing shall be segregated before and during testimony. Testimony, but not committee deliberation, during a grievance hearing shall be tape-recorded and tapes kept on file for six months after the hearing.

(11) The committee shall render a decision in the grievance matter within three days of the hearing.

Tulane University Unified Code of Graduate Student Academic Conduct

The DSW program expects all students to uphold high standards of scholarship and conduct in roles as student, teaching/research assistant, and researcher. To that end, all DSW students are required to abide by the Tulane University Unified Code of Graduate Student Academic Conduct (<http://tulane.edu/provostJupload/Unified-Code-of-GS-Academic-Conduct-11-14-07.pdf>). According to the Code, "In all work submitted for academic credit, graduate students are expected to represent themselves honestly. The presence of a student's name on any work submitted in completion of an academic assignment is considered to be an assurance that the work and ideas are the result of the student's own intellectual effort, stated in his or her own words, and produced independently, unless clear and explicit acknowledgement of the sources for the work and ideas is included (with the use of quotation marks when quoting someone else's words). This principle applies, but is not limited to, to papers, tests, homework assignments, artistic productions, laboratory reports, computer programs, and other academic assignments."

The following are defined as academic conduct violations under the code:

i. Cheating -- Giving, receiving, or using, or attempting to give, receive, or use unauthorized assistance, information, or study aids in academic work, or preventing or attempting to prevent another from using authorized assistance, information, or study aids. Consulting with any persons other than the course professor and teaching assistants regarding a take-home examination between the time the exam is distributed and the time it is submitted by the student for grading. Students should assume the exam is closed book; they may not consult books, notes, or any other reference material unless explicitly permitted to do so by the instructor of the course.

ii. Plagiarism-- Unacknowledged or falsely acknowledged presentation of another person's ideas, expressions, or original research as one's own work. Such an act often gives the reader the impression that the student has written or thought something that he or she has in fact borrowed from another. Any paraphrasing or quotation must be appropriately acknowledged. Plagiarism also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. Please consult any of the available references on acknowledging sources in academic work for more information on documenting sources.

iii. Fabrication-- Submission of contrived or altered information in any academic exercise.

iv. **False Information-** Furnishing false information to any University official, instructor, or University office relating to any academic assignment or academic issue.

v. **Unauthorized collaboration--** Collaboration not explicitly allowed by the instructor to obtain credit for examinations or course assignments.

vi. **Multiple submissions--** Presentation of a paper or other work for credit in two distinct courses without prior approval by both instructors.

vii. **Sabotage --** Destroying or damaging another student's work, or otherwise preventing such work from receiving fair graded assessment.

viii. **Unfair advantage --**Any behavior disallowed by an instructor that gives an advantage over other fellow students in an academic exercise.

ix. **Facilitation of academic dishonesty --** Knowingly helping or attempting to help another student violate any provision of the Code.

x. **Tampering with academic records --** Misrepresenting, tampering with, or attempting to tamper with any portion of a student's academic record.

xi. **Improper disclosure--** Failure of an Honor Board member, witness or participant in an Honor Board hearing to maintain strict confidentiality concerning the identity of students accused of Honor Code violations.

Frequently Asked Questions about the DSW Program

1) How do I submit my application?

You may submit your application via email to krshiv@tulane.edu. For application instructions, please visit dsw.tulane.edu

2) Are the GREs required for admission?

No. Applicants do not need to take the GREs.

For non-native English speakers, TOEFL scores should be submitted. Acceptable TOEFL scores are 600 for the paper version, 120 for the computer version and 95 or the web version.

3) When is the deadline for the application?

May 31st is the deadline for the DSW application.

4) How do I know that my application has been submitted?

You will be notified if your application has been completed after June 1st.

5) What is expected in my statement of purpose?

Applicants should explain in detail how and why they are interested in the DSW program. Please provide a description of your intended areas of specialization, career goals, your strengths and accomplishments, and how past accomplishments have prepared you for the DSW program.

6) What does it cost to attend the DSW Program?

Exact tuition rates will vary annually, and will depend on the exact number of credits for which a student is registered. For the 2016-2017 academic year, tuition for the Tulane School of Social Work will be \$981 per credit hour. Students will typically take 27 credit hours each year for the first two years of school, and two credits in their final year.

Sample Total DSW Tuition with 2014-2015 rates

	New Orleans	Biloxi
Year 1	\$28,761	\$26,991
Year 2	\$28,761	\$26,991
Year 3	\$2,916	\$2,326
TOTAL	\$60,438	\$56,308

7) Does the DSW Program offer fellowships or assistantships to defray the cost of tuition?

The DSW Program does not offer any full-tuition fellowships or assistantships for students. Typically, doctoral fellowships are awarded to "residential" students, meaning those students who attend class full-time during the day and work on campus (typically as Research Assistants or Teaching Assistants) in exchange for their fellowships (nationally, in the social sciences, fellowships average \$17,000/year).

Because the DSW is geared to accommodate working professionals, these kinds of fellowships are unavailable. However, to accommodate students who are employed full-time in the profession, classes are scheduled for evenings in the first year and weekends in the second year.

8) Is there financial aid available?

All DSW students are eligible to apply for aid through Tulane's Office of Financial Aid. Aid packages will vary by student. Interested applicants are encouraged to contact the Office of Financial Aid directly.

The Tulane School of Social Work may offer limited supplementary support to a small number of candidates, but all students should make their own arrangements to cover the costs of attending the program.

9) Do I have to do a research-based dissertation?

No, the DSW program does not require a research-based dissertation as a component for graduation. Instead, students will be required to complete an Advanced Clinical Project, which will be developed in collaboration with a faculty supervisor and may take many forms, such as an article for publication relating to the student's area of practice.

If you have any questions that are not answered here, please contact the Director of the DSW program.

Useful Links and Information

Tulane University School of Social Work (<http://tulane.edu/socialwork/>)

School of Liberal Arts (SLA) - Information for Incoming Graduate Students (see SLA website - <http://tulane.edu/liberal-arts/incoming-graduate-students.cfm>)

Tulane University Provost's Office

- Graduate and Professional Studies Brochure.
http://tulane.edu/provost/upload/Tulane_Grad_Studies_Brochure.pdf
- Teaching Resource Manual for Graduate Student Instructors.
http://tulane.edu/provost/upload/TA_Manual07_Ver1_1.pdf

Tulane University Office of Graduate and Postdoctoral Studies (OGPS)

(<http://tulane.edu/ogps/>). The OGPS advances graduate education and enhances postdoctoral training through program oversight, policy development, and implementation of focused activities.

- **Workshops.** OGPS sponsors workshops that support the professional development of Tulane's graduate students. Topics include career planning: an overview, pursuing academic careers, academic research and scholarship, teaching, and an orientation for new teaching assistants.
- OGPS also publishes a Teaching Resource Manual for Graduate Student Instructors in collaboration with the Center for Engaged Learning and Teaching (CELT). To suggest a topic or speakers for workshops, e-mail OGPS at ogps@tulane.edu.
- **Policies.** To review the policies affecting graduate study at Tulane, see the OGPS policies page or the University Catalog.
- **Mentoring Relationships.** Faculty mentors play an important role in graduate students' experiences and success. OGPS provides several tips for finding a mentor.
- **Campus Resources.** Tulane has many resources to assist you in your research and teaching, and to foster your engagement with the university community.

Tulane Graduate Studies Student Association (GSSA) (<http://www.tulane.edu/-gssa/>). The

GSSA is a student-government based organization for all graduate students, Masters and PhD, within the School of Science and Engineering or the School of Liberal Arts. GSSA is funded by a portion of graduate student activity fees, and acts to provide social, academic, and career enriching opportunities on and off campus for the graduate student population. GSSA also acts as a conduit to the University administration for issues affecting our constituent graduate students, including health-care, facilities, etc.

Student Support Services

- **Academic and Student Affairs Counseling** services are available through the Office of Student Resources & Support Services.
- **Financial Aid Counseling** is available to students via phone, email, Interactive Video Conferencing, and in-person appointments.
- **Goldman Office of Disability Services** provides services and promotes an accessible environment to all members of the Tulane community. Students and employees with psychological, medical/physical, and learning/developmental disabilities contact the Goldman Center directly.
- **The Well** services to support students through difficult times (<http://tulane.edu/health/wellness/>)
- **Career Services** are provided by Tulane University's Career Center personnel who meet with students, in-person, or by phone to assist with resume writing, interview skills, job search techniques and career coaching, etc.
- **Library Services** are provided to the faculty and students by Howard-Tilton Memorial Library. The Center for Library User Education, provides training sessions to students and faculty on Library usage.
- **Tech Support** is provided by the Tulane University Technology Services. Students and faculty resolve issues by calling (866) 276-1428 or submitting a tech support request through help@tulane.edu.
- **Textbooks** are available from the Tulane University bookstore and can be ordered via e-mail and shipped directly to the student. Textbook lists, including the Title, Author, Publisher and ISBN, are generated each semester. These lists allow students to order textbooks, in printed or electronic version from their choice of sources.