



Tulane
University

SCHOOL OF SOCIAL WORK

Student Handbook 2020-2021

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TULANE SCHOOL OF SOCIAL WORK (TSSW)

TULANE UNIVERSITY'S MISSION STATEMENT

Tulane's purpose is to create, communicate, and conserve knowledge in order to enrich the capacity of individuals, organizations, and communities to think, to learn, and to act and lead with integrity and wisdom.

MISSION STATEMENT

The Tulane School of Social Work's mission is to enhance the well-being and equitable treatment of diverse individuals and communities through transformative education, generation of knowledge, service and community engagement.

VISION STATEMENT

TSSW's strives to build innovative, world-class graduate programs through cutting-edge research and training future leaders to provide evidence-informed, interdisciplinary practice locally and globally that advances the behavioral health and health needs of individuals, families and communities.

PROGRAM GOALS

The goals of the TSSW's Master of Social Work Program are to:

- Prepare students to engage in integrated clinical and community practice to enhance the well-being and resilience of individuals, families, groups, organizations, and communities;
- Provide a transformative educational experience that teaches students to value human diversity and work to promote social and economic justice;
- Nurture students in their identity formation as clinical and community practitioners through the collective act of modeling professional commitment among the staff, faculty, community partners, and stakeholders;
- Ensure students are self-efficacious and prepared using innovative, world-class knowledge and research to work as leaders in community-based settings to provide relevant, effective, and interdisciplinary social work services; and
- Promote integrative learning by drawing from and contributing to the diverse, culturally rich, and inspiring environment, locally and nationally, to advance the biopsychosocial-spiritual needs of individuals, families, and communities.

A. TSSW ACADEMIC AFFAIRS

I. ACADEMIC PROGRAMS

- **Undergraduate Courses**
 - 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 Newcomb College Tulane University. For grade and other academic complaint procedures, all undergraduate students enrolled in undergraduate social work courses are to follow the academic grievance procedures explained in this handbook for the Tulane School of Social Work.
- **Master of Social Work**
- **Master of Science in Disaster Resilience and Leadership**
- **Doctor of Social Work**

Dual Degrees

- **Master of Social Work/Master of Science in Disaster Resilience and Leadership**
- **Master of Social Work/Master of Public Health - Global Community Health Sciences and Behavioral Sciences Concentration**
- **Master of Social Work/Juris Doctorate**

Certificates

- **Disaster Resilience Leadership**
- **Master of Social Work/Disaster and Collective Trauma**
- **Master of Social Work/Mental Health, Addiction, and the Family**

II. ADVISING

For any concerns or questions related to your courses at TSSW, your professor should be your first point of contact. Other questions and concerns should be directed to one or more individuals below:

- **Academic Success Coach**

Your Academic Success Coach is your first point of contact for psychosocial, emotional support as well as accessing university services and resources as you navigate TSSW and Tulane University. They provide assistance in adapting life skills to graduate school and guidance through the higher education maze. They coach students on time management and other problem-solving skills, provide orientation to New Orleans for on-campus students, and additional support adjusting to graduate school and thriving in an academic and professional setting.

- **Program Manager/Academic Advisor**

Your Program Manager/Academic Advisor is your first point of contact for any issues related to your academics at TSSW. They can offer direction about your curriculum plan, assist you in registering for courses that may require an override when the course is full or restricted to you, or in completing applications and registration for Independent Studies. They review your GPA and other academic materials to ensure compliance with TSSW academic policies. They will communicate with you regarding academic matters such as Academic Alerts, the need for Academic Hearings and Professional Standards Reviews, Grade Appeals, and other academic matters.

- **Faculty Advisor**

Your Faculty Advisor is a faculty member who provides you with an additional link to the field of social work. You can contact your Faculty Advisor for academic support such as clarification on social work topics, licensure, the Code of Ethics, and mentorship. They can assist with career advising, progress toward achieving career objectives, as well as practice experience and practice interests. Faculty advisors assist you in “making effective and thoughtful decisions about your future, and cultivate academic skills and knowledge needed to succeed” (Drake, 2011, p. 11.)

III. TRANSFER CREDIT POLICY

- **MSW Program**

In order to obtain your social work license, you must have completed a Council on Social Work Education (CSWE) accredited Master of Social Work (MSW) Program. Only credits from other Master of Social Work Programs accredited by the Council on Social Work Education (CSWE) at the time you attended the program will be accepted. The credit must have been earned within the last 5 years with a final grade of at least a B. TSSW reserves the right to contact the dean or other authorities from the former school(s) to verify that the applicant left the institution in good academic and professional standing. TSSW does not give academic credit for life or work experience. TSSW considers each request to transfer credits on a case-by-case basis.

No more than a total of 15 credit hours will be accepted by TSSW. Additionally, a maximum number of credits in the below categories will be accepted:

- 1 semester of fieldwork (a maximum of 4 credit hours of field) will be accepted.
- A maximum of 3 courses or 9 credit hours (whichever is less) of foundation courses will be accepted. These courses include:

- SOWK 7120 Social Work History and Policy,
- SOWK 7140 Introduction to Organization and Community Practice,
- SOWK 7210 Theories of Human Behavior, and
- SOWK 7310 Introduction to Direct Social Work Practice.
- No other courses besides electives will be accepted.
- SOWK 7130 Diversity and Social Justice MAY NOT BE SUBSTITUTED UNDER ANY CIRCUMSTANCES.
- A maximum of 9 credit hours of electives courses will be accepted.
- Regardless of the above composition, only a maximum of 15 total transfer credit hours will be accepted.

If you believe you are eligible for transfer credits, please contact Catherine Patteson Poehling, MSW Program Manager at cpatteso@tulane.edu.

IV. REGISTRATION AND CONTINUED ENROLLMENT

● **Add & Drop Policy**

Students wishing to add or drop courses should consult the [academic calendar](#) for deadlines and instructions. Failure to make schedule adjustments promptly and accurately may result in financial or academic penalties. Schedule adjustments can be done online by the student during the two weeks following the first day of the semester. The last day to add/drop a course is listed on the academic calendar each semester. If a student wishes to drop all or any one of their courses during a semester, they must do so by the dates outlined in the academic calendar. TSSW will follow the academic calendar and refund schedule. Students will not be allowed to switch sections after the drop/add period, except under egregious circumstances as decided by the Associate Dean of Academic Affairs.

Due to the fixed nature of the MSW curriculum, dropping a single course can result in a significant delay in field work as well as completion of the program. Students are required to discuss these changes with their Program Manager in order to fully understand the potential consequences.

● **Continuous Registration Requirements**

The TSSW academic year includes three semesters, fall, spring, and summer. A student admitted to a degree program must be continuously registered in a degree-granting division of the university during the academic year in either full-time or part-time status from the date of first registration until the awarding of the degree, unless the student takes a Leave of Absence, Voluntarily Withdraws from school, takes a Medical Withdrawal, or is suspended or dismissed for academic or disciplinary reasons. Failure to be continuously registered is de facto withdrawal and the school reserves the right to not allow students to be readmitted to the program.

● **Withdraw: Voluntary**

A student who has registered for a semester and plans to withdraw should contact their Success Coach to complete a **Student Resignation Form**. If a student wishes to drop a

course or all of their courses (i.e. voluntary withdrawal), TSSW will follow the academic calendar related to final grades for the course (either “W” Withdraw without academic penalty or “WF” Withdraw/Fail based on point of the semester). Voluntary Withdrawals must be requested no later than the last day to drop with a W per the Academic Calendar. If a student voluntarily withdraws from the program, they must reapply to the program using the **Petition for Readmission** form. Students should talk with their Success Coach if they have questions about the voluntary withdrawal process. Please be aware that withdrawals can affect a student’s financial aid, field placement, and graduation date. Consult with the Office of Financial Aid, Field team, and Program Manager for more details.

- **Withdraw: Leave of Absence**

See section in Student Affairs policies on page 32.

- **Withdraw: Medical**

See section in Student Affairs policies on page 32 .

- **Withdraw: Personal Leave**

See section in Student Affairs policies on page 32.

V. TSSW ATTENDANCE POLICY

- **Masters of Social Work & Disaster Resilience Leadership Academy Students**
Attendance and participation is mandatory for classes. Students will be evaluated on their punctuality, attentiveness, adherence to guideposts and policies on electronic equipment, and participation in meaningful class discussion. Unless prior arrangements with instructors have been made for extenuating circumstances, **students missing more than one class will see their final grade lowered by five percent for each class missed thereafter. Deductions may also be made for patterns of tardiness or leaving class early.**

- **Doctorate of Social Work Students**

Given the executive structure and subsequent limited number of in person or live session meetings for DSW courses, absences will be addressed on a percent, rather than number based system. DSW students that miss 12.5% of class hours will have their grade dropped by one letter grade. Students missing more than 25% of class hours will result in failing the course. Please note that absence also includes leaving early or late from allocated instruction time.

On-campus students have 32 hours of in class sessions; missing 4 cumulative hours will result in your grade being dropped by one letter. Students missing more than 8 hours of cumulative time (equivalent of 1 in person session, >25% of total class time) will result in failing the course.

Online students have 16 hours of live sessions; missing 2 cumulative hours will result in your grade being dropped by one letter. Students missing more than 4 hours of

cumulative time (equivalent of 1 live session, >25% of total class time) will result in failing the course.

	Online DSW Live Sessions	On-campus DSW In person
Cumulative hours per 4 hour course	16	32
Grade dropped by one letter	2 hours	4 hours
Failing Grade	>4 hours	>8 hours

Note. Allowed absence <12.5% of total in person or live sessions.

VI. INDEPENDENT STUDY POLICY

Independent studies promote a student's deeper learning and integration of content relevant to their current field practice or area of specialty. Eligible students demonstrate academic and personal capacity to work at the graduate level without close supervision as evaluated by TSSW and are in their third semester full time, second semester advanced standing, or fourth semester part-time or beyond. Tulane School of Social Work approves requests for independent studies on a highly selective basis in the following circumstances:

- The independent study:
 - Cannot be taken prior to the third semester full time, second semester advanced standing, or fourth semester part-time or beyond;
 - Cannot supplant a required course;
 - Cannot replicate an elective already offered;
 - Cannot be granted without a qualified full-time faculty member to facilitate the Independent Study and approved by the Associate Dean of Academic Affairs.
- The independent study is/does:
 - Uniquely achieve requirements for graduation;
 - Can be utilized if the student experiences scheduling conflicts beyond their control which have precluded their ability to register for a recommended elective.
 - Limited to 1 per program.

Procedure:

- 1) The student should contact their Program Manager in writing to find out the requirements of completing an independent study.
- 2) The Program Manager determines whether the basic requirements in the policy statement above are satisfied and may make recommendations for a particular faculty member.
- 3) The student contacts an appropriate full-time faculty member to ask them to facilitate the independent study. A faculty member is under no obligation to facilitate the independent study.
- 4) If the faculty member agrees to facilitate the independent study, they along with the student will collaborate to create a syllabus for the course, including a brief

description of the course, learning objectives, course requirements, and assignments on the “Contract for Independent Study”

- 5) The “Contract for Independent Study” is submitted to the Program Manager who will obtain approval from the MSW Director/Associate Dean of Academic Affairs. The MSW Director/Associate Dean of Academic Affairs will make the final determination of whether a student can complete an independent study. If approval is granted the contract will be signed and dated by the student, faculty member, and the MSW Director/Associate Dean of Academic Affairs.
- 6) The Program Manager provides copies of the signed and dated contract to the student, the faculty member, and a copy is placed in the student’s file. The program manager will enroll or assist the student with enrolling in the independent study course with the University Registrar.
- 7) The faculty member agrees to be available 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 faculty member.
- 8) The faculty member evaluates the resulting work to ensure all learning objectives and activities were accomplished and submits a final grade in line with the TSSW Academic Calendar.
- 9) An incomplete will not be granted for any independent study course.

VII. COURSE AUDITING

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 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 approved and signed by the MSW Director/Associate Dean of Academic Affairs, the course 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 in conjunction with the MSW Director/Associate Dean of Academic Affairs 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 or when the student registers;
- May limit the number of students auditing a class; and
- Once the registration cap for a class has been met, auditing will not be allowed for that section

Procedure:

Students who wish to audit a course should notify the Program Manager. The program manager will notify the student that they must obtain approval in writing from the instructor of the course they are wanting to audit. The course instructor must make expectations clearly known in writing to the student. Assuming the student and instructor agree to the audit, the student should notify the Program Manager. Final approval must be granted in writing by the MSW Director/Associate Dean Academic Affairs.

VIII. TEACHING ASSISTANT, GRADUATE ASSISTANT, AND DOCTORAL STUDENT ADJUNCT APPOINTMENTS

All students applying for a teaching or graduate assistantship must be in a minimum of their second semester (third semester for PT and DSW students) at TSSW and in good standing with the school. The Program Manager will determine whether the basic requirements have been met and will obtain approval from the MSW Director. Students will be notified of their assistantship via a Teaching Assistant Offer Letter. A student should never begin working until this letter is received and signed by all parties.

DSW/CCC students will be allowed to teach one class in the MSW or undergraduate program as a paid adjunct faculty or teaching assistant position. Please note that for CCC students, limiting to one class does not include TA-I, TA-IS or RA Practicum (7750) requirements you must teach without compensation as part of the stipend you receive. You can serve as adjunct faculty and teach the one course, ONLY after you have completed SOWK 9205 Social Work Pedagogy and Curriculum Development or CCC 7700 Teaching Seminar. Once you graduate, you are eligible to return to the adjunct pool.

IX. INCOMPLETE POLICY

Incompletes will only be granted in extenuating circumstances and must be submitted to the Program Manager and approved by the MSW Director/Associate Dean of Academic Affairs five (5) business days before final grades are due as listed on the TSSW academic calendar.

Approval for an incomplete is determined based on:

- the student's academic history,
- the student's grade at time of request is a B or better in the course and other courses, as well as
- the feasibility of the plan to complete all work and documentation within the five weeks following the last day of class.

Students requesting an incomplete should work with their instructor to outline missing assignments and a timeline to complete and submit all outstanding work as well as submit approved administrative documentation no later than five weeks from the last day of class. If the grade is not submitted in the timeframe, the "I" will turn to an "F."

Reasons a request for an incomplete grade can be denied:

- If the request is submitted to the Program Manager less than five (5) business days before final grades are due, as listed on the TSSW academic calendar
- if the plan to complete the work is not feasible within the given timeline,
- if at the time of the request the student's overall grade is not a B or better,
- there are multiple requests for incompletes across the student's tenure at TSSW, or
- outstanding unresolved incompletes.
- The student is in their last semester of courses

The student and instructor must complete and sign an "Incomplete Grade Contract" and submit the document to the Program Manager who will obtain approval from the Associate Dean of Academic Affairs. The Associate Dean of Academic Affairs can request amendments to the plan or deny the request. Please keep in mind the following:

- Students will not be allowed to start field if they have unresolved or outstanding incompletes.
- Incompletes in any semester could extend the student's date of graduation and eligibility for financial aid.

After all requirements have been resolved within the five week deadline, the instructor should submit a Grade Change request via Gibson which will automatically be sent to the Associate Dean for approval. If the Associate Dean does not have an approved incomplete form, the grade change will be denied. All records will be submitted to the student's permanent file by the Program Manager. The Incomplete Grade Contract can be accessed electronically [here](#).

If all requirements are not met and documentation is not submitted and completed by the deadline outlined on the agreement, the grade will automatically revert to a FAIL "F". Any grade of "F" will be permanent and will not be changed.

X. GRADUATION REQUIREMENTS AND CEREMONIES

In order to graduate, the student must complete an "Application for Degree" form by the communicated deadlines for each graduation cycle (i.e. early in the student's final semester of the program). The Program Manager will review the students' records to assure that all credit hours, curriculum requirements, and minimum cumulative GPA of 3.00 are completed, with no grade of "Incomplete" pending. The Program Managers will certify the student for graduation, complete all requirements as outlined by the Registrar and submit required paperwork by the appropriate deadlines. In order for a student to receive their degree, they must clear all accounts with Accounts Receivable, outstanding library fines, parking tickets or other university fees.

The Tulane School of Social Work commencement ceremony is held in December of each year. All graduates are invited to attend the TSSW Commencement in December, including spring and summer graduates. Spring graduates also are welcome to participate in Tulane University's Unified Commencement* ceremony in May of each year.

*Individual graduate names are not called, nor do graduates walk across a stage at the Tulane University Unified Commencement Ceremony in May. All students **MUST** wear the proper academic attire (i.e. cap and gown). Academic attire may be ordered at the [Tulane Bookstore](#).

XI. PHI ALPHA

The purposes of [Phi Alpha Honor Society](#) are to provide a closer bond among social work students and promote humanitarian goals and ideals. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work.

All students who have a 3.80 cumulative GPA as they begin their final semester in the TSSW MSW or DSW programs are eligible for membership. Eligible students will be contacted by their Program Manager in their final semester with instructions for enrollment including nominal fees (around \$40 by check) for membership and academic attire (cord).

XII. MODALITY: ONLINE VERSUS ON-CAMPUS COURSE OFFERINGS

If a student wishes to change their modality (from online to on-campus or vice versa), they must meet with their Program Manager to update their curriculum plan. After this is completed, the Program Manager will review the request with the MSW Director. The MSW Director can grant or deny a student's request to switch modalities.

Students in the MSW Program may take elective courses in a different modality than the program they are enrolled in. **Students must take their core foundational courses in the modality in which they are enrolled.** If a student identifies an elective course offered in a different modality they may request to enroll in the course. A request should be made in writing to your Program Manager. The Program Manager will work with the student to ensure that taking this course will not affect or delay the student's graduation and/or does not conflict with any required courses.

XIII. ACADEMIC RELATED

The following describes academic-related issues that guide the school when students have challenges in maintaining minimum academic standards. The intent of the Academic Standards is to support students to be successful in the program, ensure that they receive their degree, and have the tools to begin their career as social workers.

The [Academic Calendar](#) can be accessed on the TSSW website. The following information can be found on the academic calendar:

- First and last dates of the semester;
- Holidays/Class canceled;
- Registration dates;

- Last date to add a course;
- Last date to drop a course without academic penalty;
- Last date to drop a course for a full or partial refund;
- Final grade due dates;
- Commencement Ceremony dates.

Grading Policy

The School's grading policy complies with the University policy and students' grades are processed through the Tulane 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 "Gibson." 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:

(100-95%) A
(94 -90%) A-
(89 - 85%) B+
(84 -80%) B (minimum expectation)
(79 -75%) B-
(74 -70%) C
(69.9% and below) F or U = Failing
W = Withdrawn
WF = Withdrawn/Fail
WU = Withdrawn/Unsatisfactory
I = Incomplete

For classes that are pass/fail, students must receive an 80% or higher to pass the class, anything below 80% is considered a failing grade. **Graduate students at Tulane University must earn a 3.00 cumulative GPA to graduate and receive a diploma.**

XIV. ACADEMIC ALERTS

Academic Alert (Class Performance/Grade Related Concerns)

The academic policy at Tulane School of Social Work stipulates that students must maintain a "B" average (80% total course grade) in all courses. An academic alert can only be initiated by a professor. Criteria for initiating an academic alert includes but is not limited to:

- The total course grade is below 80% at any point in the semester.
- Student has missed two or more assignments.
- Student has missed at least one class sessions.
- There is concern about a student's attendance and/or academic performance.

Instructors report their concerns or issues to the Program Manager as soon as possible during the semester. The academic alert encourages the student to communicate and work with their professor and support team to ensure that academic standards are maintained.

Procedures:

1. An academic alert may be triggered by any professor who observes attendance, academic, or other concerns that affect the student’s performance in their class. The instructor initiates the alert via the SARS alert system. This process triggers an email to the student, and the student’s assigned Program Manager, Academic Success Coach, and Faculty Advisor.

Sample Email Correspondence

Dear Student,

I am concerned about your attendance and/or academic performance in SOWK ____ . I encourage you to speak with me immediately to address specific class concerns. Further, I want you to know that your Program Manager, Faculty Advisor, and your Academic Success Coach/Student Affairs Liaison are available for consultation as well. Please remember you must maintain a “B” average to avoid an Academic Hearing as outlined in your Student Handbook.

Sincerely,

2. The program manager/success coach will make sure the team is aware of the situation.
3. The success coach will follow-up with the student within 5 business days to learn of what challenges may be occurring with the student. While gathering information, the success coach will gain permission from the student regarding what information can be shared. Keep in mind that we are mandated reporters and that there are certain situations that we are mandated by law to report.
4. The program manager will look at the student’s academic record to determine the student’s status in all of their classes.. The student’s overall GPA will be reviewed at this time to determine how the student’s overall academic performance may affect their standing with TSSW.
5. Both the Success Coach and Program Manager will bring this information to our weekly Academic Affairs meetings to discuss the student and figure out a plan of action.
6. Together, the Program managers, Success Coaches, and Program Director will discuss the situation. The Program Director will recommend whether a full academic hearing is necessary or if an academic hearing is needed with a modified committee based on the documentation provided by the Program Managers, Success Coaches, and faculty member.

7. The Program Director will review the situation and recommendation with the student's faculty advisor. Together, they will make the final decision regarding how to proceed with the student.

Possible Outcomes:

- a) Mandatory Meeting with Success Coach, Program Manager, Faculty Advisor
- b) Creation of a Personal Success Plan
- c) Academic Hearing with Program Director and Faculty member
- d) Academic Hearing with full committee

Academic Hearing

An Academic Hearing is required when a student is failing to meet the minimum required standards of the program including:

- If the student has a cumulative GPA at or below 3.0;
- If a student earns a GPA within one semester at or below 2.5;
- If at any time a student earns a final grade of F or U;
- If a student has more than one incomplete in the program;
- When a violation of the Academic Code of Conduct has occurred.

Any violation that spans both the TSSW Academic Code of Conduct and the NASW Code of Ethics or Professional Standards will be handled in two separate hearings. Professional Standard violations are described below in the Professional Standards section.

Depending on the type of academic hearing, the committee may consist of any or all of the following: the student, the student's Faculty Advisor, the Program Director, a Student Affairs Liaison, the Program Manager, and two Faculty representatives. Other committee members may include representation from disability services and program administrators (i.e. the Field education team).

Possible Outcome(s): Academic Hearing

(Termination or Conditional Continuance of Enrollment)

The Tulane University Office of Academic 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). Possible sanctions are not limited to, but could include:

- Mandatory advising with Faculty Advisor, Program Manager, and/or Academic Success Coach,
- Creation of a Personal Success Plan
- Academic probation
- Academic suspension for up to one year/three semesters,
- Dismissal from program.

Personal Success Plan (including but not limited to)

- Mandatory student success coaching;
- Creating a time management plan;
- Other developmental actions as assigned.

Academic Probation

A final grade equal to or less than a “C” automatically puts the student on probation. Two grades of C require the program to justify continued enrollment. A justified example of a student maintaining enrollment in TSSW is if the overall GPA is still above 3.000 with the grade(s) of C.

Any student who earns academic probation will be required to develop a Personal Success Plan with their Success Coach unless the student meets the requirement for a higher level of academic sanctions.

After one semester on academic probation, the student will be reassessed for satisfactory completion of their Personal Success Plan, cumulative GPA, and final grades. If the student’s academic performance does not meet the program standards and/or fulfill their Personal Success Plan, an Academic Hearing will occur. The outcomes of the Academic Hearing as listed above may apply.

Suspension

Any student who is subject to suspension under the guidelines for academic probation and suspension will be informed in writing. After reviewing the student's academic records and other relevant information supplied to the committee, the committee will decide whether to place the student on academic suspension or to extend the student's period of academic probation. The length of an academic suspension from TSSW could range from 1 to 3 semesters depending on the seriousness of the situation or violation. A student who is reinstated following their first academic suspension may be placed on academic probation for a semester depending on the situation.

Dismissal

TSSW students can be dismissed for any of the aforementioned reasons outlined in this handbook. Students may petition (after two completed semesters) to return to TSSW following their first dismissal. Coursework taken at another college or university during the dismissal period is not transferable to TSSW.

XV. ACADEMIC CODE OF CONDUCT VIOLATIONS

Academic Code of Conduct

“The code shall apply to academic conduct of each student from the time of application for admission through the actual awarding of a degree, even though academic conduct may occur before classes start, after classes end, or outside of classes as well as during the academic year and during periods between terms of actual enrollment, and even if the academic conduct is not discovered until after a degree is awarded. The Code shall also apply to a student’s academic conduct even if the student withdraws from school while a disciplinary matter is pending” (Tulane University Unified Code of Graduate Student Academic Conduct (TUUCGSAC), 2007, p. 4). 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 states that the School's faculty, students, administration and staff are willing to adhere to and uphold the Academic 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 their name on any material submitted as an academic assignment, they vouch 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/exams, knowledge checks, discussion boards, journals, homework assignments, artistic productions, laboratory reports, presentations (power points), 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.

Academic 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 matriculating through Tulane School of Social Work will receive a copy of the Code of Academic Conduct at or before student orientation and will sign the Academic Code of Conduct and Student Handbook Pledge which will be held in their TSSW student file. 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 will not be an acceptable excuse for non-compliance.

The School's faculty, administration, and staff also are 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 will not be an acceptable excuse for non-compliance. All parties shall protect the integrity of academic materials including testing materials, software, and copyrighted documents.

Prevention of Academic Violations

It is the explicit intent to prevent violations of the Code of Academic Conduct. We try to prevent academic violations in the following ways.

Administrative Role in Prevention

TSSW will provide incoming students information about the Academic Code of Conduct via the Student Handbook and the needed skills and knowledge related to APA formatting and citation. Enrolled students will be provided with an APA review training with APA citation resources in their first semester.

Faculty Role in Prevention

Each faculty member should indicate at the beginning of their course how the Academic 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. Moreover, faculty also should let students know about Turnitin and how it works.

Student Role in Prevention

It is each student's responsibility to know the Academic Code of Conduct. If a student is unsure about how a particular course assignment is affected by the Academic Code of Conduct, including APA expectations or provisions regarding collaboration with other students on an assignment, they bear the responsibility for consulting with the instructor and/or Faculty Advisor.

Academic Conduct Violations

"Any student behavior that has the effect of interfering with education, pursuit of knowledge, and/or a fair evaluation of a student's performance is considered a violation of the Code's proscribed academic conduct. Any student found to have committed or to have attempted to commit the following misconduct is subject to the disciplinary sanctions outlined in this Code" (TUUCGSAC, 2007, p. 5). 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 not limited to:

- **Plagiarism:** Use of ideas, data or specific passages of another person's work that is "unacknowledged or falsely acknowledged presentation of another person's ideas, expressions, or original research as one's own work. Any paraphrasing or quotation must be appropriately acknowledged. 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 (TUUCGSAC, 2007, p. 5).
- **Cheating:** Unauthorized "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" (TUUCGSAC, 2007, p. 5).
- **Fabrication** -- Submission of contrived or altered information in any academic exercise.

- **False Information** - Furnishing false information to any University official, instructor, or University office relating to any academic assignment or academic issue.
- **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 or in multiple instances of the same course.
- **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.

The above examples of academic code violations pertain to **all forms** of academic products including, but not limited to papers, tests/exams, knowledge checks, discussion boards, journals, homework assignments, artistic productions, laboratory reports, presentations (power points), and computer programs.

Who Should Report Academic Violations?

Any member of the University community may report Academic Violations against a student. Instructors should complete the Academic Code of Conduct Violation Form and send it to the Program Manager. The form should be submitted as soon as possible after the complainant becomes aware of the relevant events or issues, preferably within five (5) business days of the alleged violation.

Outside a Course

If a faculty member, adjunct, 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), they should notify the Program Manager in writing (Academic Code of Conduct Violation Form, preferably within five business days of discovery.

Within a Course

When a faculty member, a staff member, student or administrator suspects that a violation of the Code of Academic Conduct has occurred within the context of a particular class, they should immediately notify the instructor of record for that course. Once an instructor suspects a violation has occurred or is made aware of a potential violation, the instructor should consider the appropriateness of an informal resolution before providing the Program Manager written notification within five business days of the discovery of the suspected violation.

Resolution of Academic Violations

Informal Resolution (only in response to low-level APA citation violations)

All instructors are encouraged to exercise prudent judgment with APA citation problems. Informal resolution (IR) is the preferred course of action if: the APA problems may be related to inadequate skill/knowledge about APA and it is not meant to be intentional plagiarism. The following are examples of low-level APA violations:

- If students' cite, but they cited incorrectly.
- If students cite secondary sources instead of primary sources.
- Cite MLA, Chicago or another types of citation besides APA
- Cite or paraphrase only one sentence when there are multiple sentences

Procedures:

- 1) The instructor will meet with the student(s) involved to discuss the nature of the APA violation (missing or incorrect citations) and the sanction(s) that they will impose including revising of the paper, grading implications and/or further APA training.
- 2) Even if the violation is informal, instructors **still** must complete and submit an Academic Code of Conduct Violation Form, for each student and each offense discussing the incident and agreed upon resolution. 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.
- 3) A student's first low level violation will be treated as a warning and therefore, will not be factored into the situation should students have another violation, especially if the violation is in the student's first semester. If students have several low level APA violations in the span of two weeks, they will count as one as this is indicative of a pattern that signals this student needs more assistance. We will require the student to use Heartful Editor, retake the APA course, and/or complete some other assignment as identified by the faculty member or Faculty so they can learn how to cite properly. If students fail to follow through on recommendations, this could result in further consequences.

Formal High Level Violations (Required in Case of Some APA and All Other Honor Code Violations)

An Academic Hearing will be called for APA violations or other Academic Code Violations in circumstances such as:

- The faculty member believes that the APA violation's severity (intended plagiarism) merits consideration of an Academic Hearing; or
- The student has violated any other honor code item (besides APA); i.e. cheating, falsification, multiple submissions, etc. or
- No negotiated informal resolution around APA citation violations can be agreed upon or
- It is a repeated violation of APA requirements in the program beyond their initial violation.

- Other code violations not specific outlined here.

Procedures:

Any violation should be submitted as soon as possible after the complainant becomes aware of academic code violations or any relevant events, preferably within five (5) business days of the alleged violation. However, academic violations can be identified and reported at any time during the semester. Written notification by submission of the Academic Code of Conduct Violation form to the appropriate Program Manager, initiates the formal procedures of the School of Social Work's Academic Hearing process. The steps are as follows:

- 1) The instructor will meet with the student(s) involved to discuss the academic code violation and notify the student that the matter will be referred to academic affairs.
- 2) The instructor will complete the Academic Code of Conduct Violation Form, for each student and each offense. The student will be notified that the report will be entered in their file in case of repeated violations. Please keep in mind that students first violation will serve as a warning.
- 3) If the student refuses to sign the form, the instructor will note that on the form. Signing the form is an indication that the instructor and student met and discussed the violation. It is not an admission of guilt or an indication that the student agrees with the violation.
- 4) The instructor will submit the form to the Program Manager and any supporting or corroborating evidence.
- 5) The program manager will present all documentation from the professors to the academic affairs team meeting.
- 6) Together, the Program managers, Success Coaches, and Program Director will discuss the situation. The Program Director will recommend whether a full academic hearing is necessary or if an academic hearing is needed with a modified committee based on the documentation provided by the Program Managers, Success Coaches, and faculty member.
- 7) The Program Director will discuss the situation, share documentation, and the recommendation with the student's faculty advisor. Together, the faculty advisor and Program Director will make the final decision regarding how to proceed. The student's instructor will be informed of this decision.
- 8) If a formal academic hearing is recommended, the Academic Code of Conduct Violation committee will primarily consist of the student's Faculty Advisor, the Program Director, a Student Affairs Liaison, Program Manager, and at least two Faculty Representatives. Other committee members may include representation from disability services and program administrators (i.e. the Field education team).
- 9) The committee will meet 30 minutes before the student arrives to discuss the case and make sure all parties are comfortable moving forward. If a faculty member needs more information or is uncomfortable moving forward, the committee will make a decision regarding how to proceed. If the hearing is postponed, the student will be notified. Otherwise, the hearing will move forward.
- 10) Once all information is presented by the student and the instructor, the Committee temporarily will excuse the student from the meeting to discuss the evidence and

determine recommendations, including any performance outcomes deemed necessary to correct the behavior(s) and continue in the program. Once the discussion is concluded, the Program Director will call for a deciding vote from faculty. Only the faculty will have a vote. The program manager and success coach can give an opinion or provide information but will not have a vote in the final decision.

- 11) The student will return to the meeting to discuss the decision of the committee's recommendation.
- 12) The Program Manager will send a written communication of the meeting in the form of an email within 10 business days. No other written, audio, or video documentation will be provided at this point. This communication will include the following (as applicable):
 - a. the performance concern(s); the Academic Code of Conduct Violation Committee decision;
 - b. the re-entry plan for a student being suspended;
 - c. and the date of exit from the program for a student terminated from the program.
 - d. links to information for filing a grievance should they contest the committee decision, including the Grievance and Appeals Policy.

Documentation

The Program Manager will receive all relevant documentation from the instructor prior to hearing. The committee will meet 30 minutes before the student arrives to review the documentation and decide if a hearing is appropriate or whether the committee members need more information/documentation in order to proceed.

Documentation will be maintained in the student's file of all Academic Hearings and Professional Standards Review decisions wherein a student has been judged in violation of the Academic Code of Conduct. The record will include a copy of all evidence submitted to the committee, the report of the Academic Hearing Committee, and the letter to the student. TSSW will retain at all times a copy of the permanent record. All documentation related to the violation of the Code of Academic Conduct may be reported to the University Office of Student Affairs.

Who can attend hearing?

Students are not allowed to bring outside parties to the hearing. In special circumstances, prior notification (at least one week) or special consideration will be given. At no time are lawyers allowed to attend. If students want a lawyer to attend, the hearing will be cancelled and referred to Tulane University legal department.

Possible Outcomes:

If the Academic Hearing Committee determines that a violation did occur, the violation will be noted in the student's permanent academic record. The penalties for violating the Academic Code of Conduct include, but are not limited to, any or all of the following:

- 1) A failing grade for the work in which the violation occurred.

- 2) A failing grade for the course in which the violation occurred.
- 3) School probation - which includes a letter in the student's permanent file signifying that the student is not in good standing for a specified period of time.
- 4) Abstention or withdrawal of institutional support of a student's application to other programs.
- 5) Suspension from the university for a specified period of time.
- 6) Dismissal from the university

XVI. STUDENT PROFESSIONAL AND ETHICAL STANDARDS

All students enrolled in a social work program must abide by the National Association of Social Workers (NASW) Code of Ethics, which governs social workers' professional and ethical behavior and values. Students must uphold ethical standards of practice established by NASW in the Code of Ethics, maintain professional performance standards required to be licensed as a social worker, and meet the practice behaviors established by the Council on Social Work Education (CSWE). Violation of these standards includes but is not limited to:

- Failure to meet generally accepted standards of professional conduct, personal integrity or emotional stability required for professional practice;
- Failure to demonstrate effective interpersonal skills necessary to perform professional helping relationships;
- Failure to adhere to the NASW Code of Ethics;
- Has been found guilty of criminal misconduct that affects the student's ability to be licensed as a social worker; or
- Displays inappropriate or disruptive behavior toward clients, other students, faculty, staff, or other affiliates.

Resolution of Professional and Ethical Standards

Informal Resolution (only if it is a minor professional standards violation)

All faculty members are encouraged to exercise prudent judgment with minor professional standard violations. A professional standard violation is considered minor if the harm is minimal and manageable. Examples of minor violations include, but are not limited to:

- First incidence of a student being disrespectful to another student, faculty member, adjunct, or staff which does not cause harm.
- A student exercises bad judgment in field which does not cause serious harm or other violations.

Procedure:

- 1) Meet with the student(s) involved to discuss the actions of concern.
- 2) The instructors must complete and submit the **Professional and Ethical Standard Form** for each student and each offense discussing the incident and agreed upon resolution. Please note whether there is a need for the student to have further

training. The student should be notified that the form will be entered in their file for documentation and for reference in case of future violations.

- 3) The first low level ethical standard violation will not count against students should they have another violation, especially if the violation is in the student's first semester.

Possible Outcomes:

a) Mandatory Faculty Advising Session

- A mandatory faculty advising session will be the outcome if there are minor concerns (not including violations) surrounding the NASW Code of Ethics or TSSW Professional Standards.

b) Complete an assignment or read material related to the offense

- The instructor or faculty advisor may require the student to complete an assignment or read an article to reinforce concepts related to the NASW Code of Ethics or TSSW Professional Standards.

Formal Resolution (Major Professional Standards Violations)

A Professional Standards Review (PSR) will be called for major professional standards violations. Examples of professional performance issues that may result in termination from the program include, but are not limited to:

- 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 the confidentiality of the professional relationship;
- Hostility and disrespect towards students, faculty, or others at school or in the field;
- Consistent failure to demonstrate effective interpersonal skills necessary for forming professional helping relationships;
- Continued inability or unwillingness 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.

Procedures:

- 1) Faculty should meet with the student to discuss the violation and review the **Professional and Ethical Standard Form** that delineates the reasons (evidence) detailing the violation. The instructor and student should sign the form. If the student refuses to sign the form, the instructor should note that on the form. Signing the form is an indication that the instructor and student met and discussed the violation. It is not an admission of guilt or an indication that the student agrees with the violation.
- 1) Faculty will submit the Professional and Ethical Standard Form to the Program Manager along with any corroborating documentation.

- 2) The Success Coaches will check-in with the student to see if there is any additional information that should be brought to light to ensure that academic affairs has the full story for the instructors, classmates, and/or students vantage point.
- 3) The program manager will present the situation at the academic affairs team meeting.
- 4) Together, the Program managers, Success Coaches, and Program Director will discuss the situation. The Program Director will recommend whether a full academic hearing is necessary or if an academic hearing is needed with a modified committee based on the documentation provided by the Program Managers, Success Coaches, and faculty member.
- 5) Together, the Program managers, Success Coaches, and Program Director will discuss the situation. The Program Director will recommend whether a full academic hearing is necessary or if an academic hearing is needed with a modified committee based on the documentation provided by the Program Managers, Success Coaches, and faculty member.
- 6) The Program Director will discuss the situation, share documentation, and the recommendation with the student's faculty advisor. Together, the faculty advisor and Program Director will make the final decision regarding how to proceed.
- 7) If a formal academic hearing is recommended, the Professional Standards Review Committee primarily will consist of the student and social work professor bringing forth the evidence, the student's Faculty Advisor, the Program Director, a Student Affairs Liaison, Program Manager, and at least two Faculty Representatives. Other committee members may include representation from disability services and program administrators (i.e. the Field education team).
- 8) The committee will meet 30 minutes before the student is invited to review the documentation, ask questions, and make sure they feel comfortable moving forward with a formal hearing. If a committee member requests more information or does not feel comfortable moving forward, the committee will make a final decision regarding how to proceed. If the hearing is postponed, the student will be notified. Otherwise, the hearing will move forward.
- 9) Once all information is presented by the student and the instructor, the Committee temporarily will excuse the student from the meeting to discuss the evidence and determine recommendations, including any performance outcomes deemed necessary to correct the behavior(s) and continue in the program. Once the discussion is concluded, the Program Director will call for a deciding vote. Only the faculty will have a vote. The program manager and success coach can give an opinion or provide information but will not have a vote in the final decision.
- 10) The student will return to the meeting to discuss the decision of the Professional Standards Review Committee.
- 11) The Program Manager will provide documentation of the meeting in the form of a written determination within 10 business days. No other written, audio, or video documentation will be provided at this point. This communication will include the following (as applicable):
 - a) the performance concern(s); the Professional Standards Review Committee decision;

- b) the re-entry plan for a student being suspended;
- c) and the date of exit from the program for a student terminated from the program.
- d) information for filing a grievance should they contest the committee decision, including the link to the Grievance and Appeals Policy.

Documentation

The Program Managers will gather all relevant documentation prior to hearing. The committee will meet 30 minutes before the student arrives to review the documentation and decide if a hearing is appropriate or whether the committee members need more information/documentation in order to proceed.

Documentation will be maintained in the student's file of all Academic Hearings and Professional Standards Review decisions wherein a student has been judged in violation of the Academic Code of Conduct. The record will include a copy of all evidence submitted to the committee, the report of the Academic Hearing Committee, and the letter to the student. TSSW will retain at all times a copy of the permanent record. All documentation related to the violation of the Code of Academic Conduct may be reported to the University Office of Student Affairs.

Who can attend hearing?

Students are not allowed to bring outside people to the hearing. In special circumstances and with prior notification of at least one week special consideration may be given. At no time are lawyers allowed to attend. If students want a lawyer to attend, the hearing will be cancelled and referred to Tulane University legal department.

Possible Outcomes:

- 1) Students may have to complete an assignment that discusses the academic and or professional violation. They may have to discuss how this violation is incongruent with social work's academic or professional standards. The specifics of the assignment will be decided by the committee. If the assignment is not completed satisfactorily by the deadline, this could result in automatic suspension or dismissal from the program.
- 2) Suspension for up to one year/three semesters.
- 3) Dismissal from the program.
 - a) According to the Council on Social Work Education (CSWE), Guidelines for Termination for Academic and Professional Reasons:
 - i) 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)
- ii) 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 Hearing Committee and/or the 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).
 - iii) 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 Workers’ Code of Ethics.

Suspension

Any student who is subject to suspension under the guidelines for academic probation and suspension will be informed in writing. After reviewing the student's academic records and other relevant information supplied to the committee, the committee will decide whether to place the student on academic suspension or to extend the student's period of academic probation. The period of suspension for a student who is placed on academic suspension could be from 1 to 3 semesters depending on the seriousness of the situation or violation. A student who is reinstated following their first academic suspension may be placed on academic probation for a semester depending on the situation.

Dismissal

TSSW students can be dismissed for any of the aforementioned reasons outlined in this handbook. Students may petition (after two completed semesters) to return to TSSW following their first dismissal. Coursework taken at another college or university during the dismissal period is not transferable to TSSW.

Reinstatement

Students will be eligible to petition to be reinstated beginning their third semester following their dismissal. Students should submit the Petition for Readmission Form to their Program Manager. The Program Managers will submit the petition to the Review Committee for evaluation. The Review Committee primarily shall consist of the Associate Dean for Academic Affairs, the Program Manager, the Academic Success Coach/Student Affairs Liaison, and field (if applicable). The committee will review the petition within 15 business days. The committee will make a determination whether the student can move on to the admissions process and communicate that decision to the student within five business days. The decision of the Review Committee is final.

Successful petitioners will need to finish the admissions process. They will be readmitted on the terms and conditions specified by the Review Committee, which may include academic probation, specification of courses that must be taken or retaken, progress that

must be achieved, the time within which terms and conditions must be met, and classification of academic standing.

****If the student is dismissed a second time, this dismissal is permanent and any petitions to return to TSSW will be denied.**

XVII. ACADEMIC GRIEVANCES

The Tulane School of Social Work supports in principle and in practice the right of any student to initiate a grievance/complaint regarding grades or any other cause affecting their academic experience. This policy covers student grievances of any grade or other concerns related to the course.

For Course or Assignment Grade Grievances

1. Within ten business days of receiving official notice of a course grade or for any other action that affects the student's educational experience, the student should attempt to resolve the grievance by approaching the instructor who is the subject of the complaint.
2. If the student and the instructor cannot arrive at a mutually satisfactory resolution, a formal grievance should be sent to the student's Program Manager within fifteen business days of receiving official notice of the course grade using the Grade Grievance and Appeal Form.
3. A Grade Grievance and Appeal Committee will be chaired by the Program Director and primarily will consist of the student, the student's Faculty Advisor, a Student Affairs Liaison, the Program Manager, and two Faculty Representatives.
4. The student must appear at the meeting to provide their rationale and any supporting information. If the student does not attend the meeting within 10 minutes of the start time, the appeal will be forfeited.
5. The Program Manager will collect the **Grade Grievance and Appeal Form** from the student and any written documentation from the student and instructor for the committee to review.
6. The Committee shall render a decision in writing on the matter within ten (10) business days following the hearing and communicate the results in writing to the student and the instructor. The Committee records will contain the decision and an explanation of the grounds upon which the decision was reached. All documentation will be permanently stored in the TSSW Student File.

Appeal of the Grade Grievance Committee's Decision

1. If the student is dissatisfied with the Committee's decision, the student may appeal to the Associate Dean within five (5) business days of receiving the decision. The

Associate Dean shall seek to settle the matter within five (5) business days and shall notify the instructor and the student in writing of their decision.

2. In the appeal to the Associate Dean, the student should provide a written statement explaining their rationale and details as to why they disagree with the committee's decision. The primary purpose of the appeal at this level is to enable the student to demonstrate 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.
3. The Associate Dean will notify the Program Director, Program Manager, and the student in writing of their decision. The Program Director will notify the committee of the Associate Dean's decision.

Appeal of the Grade Grievance Committee's Decision

1. If the student is dissatisfied with the Associate Dean's decision, the student may appeal to the Dean within five (5) business days of receiving the decision. The Dean shall seek to settle the matter within five (5) business days and shall notify the Associate Dean, instructor, and the student in writing of their decision.
2. In the appeal to the Dean, the student should provide a written statement explaining their rationale and details as to why they disagree with the committee's decision. The primary purpose of the appeal at this level is to enable the student to demonstrate 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.
3. The Dean will notify the Associate Dean, Program Director, Program Manager, and the student in writing of their decision. The Associate Dean will notify the Program Director of the Dean's decision.

Student Grade Appeal of Dean's Appeal Decision

If the student is dissatisfied with the Dean's ruling, the student may file, within five (5) business days of receiving the Dean's decision, a written appeal with the Tulane University Senate Committee on Academic Rights, Freedom and Responsibilities of Students. The student should contact Erica Woodley, Assistant Vice President & Dean of Students, Student Resources and Support Services. Her office located in the Lavin-Bernick Center for University Life, Garden Level Room G02 ewoodley@tulane.edu, (504) 314-2160. They can instruct the student about how to submit an appeal to the Senate Committee on Academic Rights, Freedom and Responsibilities of Students.

Instructor Appeal of the Grade Appeal

If the instructor believes that their academic freedom or academic responsibilities have been affected by the Associate Dean/Dean's ruling, the instructor may appeal to the Faculty Grievance Committee of the School. No grade may be changed or action final taken until the teacher's appeal process has been completed.

For an Appeal of an Academic Hearing and/or Professional Standards Review of the Committee's Decision

If the student is dissatisfied with the committee's decision, the student within ten (10) days of receiving the decision may appeal to the Associate Dean. The Associate Dean shall seek to settle the matter within five days and shall notify the Program Manager, 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.

For an Appeal of an Academic Hearing and/or Professional Standards Review of the Associate Dean's Decision

If the student is dissatisfied with the Associate Dean'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 Associate Dean, Program Manager, 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.

Student Appeal of Dean's Appeal Decision

If the student is dissatisfied with the Dean's ruling, the student may file, within five (5) business days of receiving the Dean's decision, a written appeal with the Tulane University Senate Committee on Academic Rights, Freedom and Responsibilities of Students. The student should contact Erica Woodley, Assistant Vice President & Dean of Students, Student Resources and Support Services. Her office located in the Lavin-Bernick Center for University Life, Garden Level Room G02 ewoodley@tulane.edu, (504) 314-2160. They can instruct the student about how to submit an appeal to the Senate Committee on Academic Rights, Freedom and Responsibilities of Students.

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.

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.

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. All non-academic concerns may be reported to the University Office of Student Affairs.

XVIII. DISCRIMINATION

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. For more information, please see the Student Affairs Non-Discrimination Policy.

XIX. INSTITUTIONAL REVIEW BOARD (IRB)

“The primary goal of the Tulane University Human Research Protection Office is to balance the protection of human subjects while promoting and facilitating the research enterprise, and to maintain an open and cooperative relationship with the research community.” (<https://research.tulane.edu/hrpo>).

XX. APA /ACADEMIC WRITING

All courses at TSSW require written submissions in APA format. To learn more about APA format see the following resources:

<https://www.youtube.com/watch?v=pdAflqRt60c>

<https://libguides.tulane.edu/citation/apa>

B. TSSW STUDENT AFFAIRS

Student Affairs at Tulane School of Social Work is committed to supporting and enhancing the academic experience by facilitating student success, connecting students to opportunities for personal growth, and by providing students with essential skills that allow them to excel as they move through and beyond Tulane.

I. STUDENT GOVERNMENT ASSOCIATION

The Student Government Association (SGA) represents the concerns and needs of TSSW degree-seeking students to the school’s administration. 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 supporting student development in all systems; promote understanding among students, faculty, administration and alumni; maintain professional standards and ethics; and ensure to the best of its ability the inclusion of all of the student body including full time students, part time students, online students; masters or doctoral level students, advanced standing students, social work students, Disaster Resilience Leadership Academy students, and transfer students for any and all degree-seeking programs.

The TSSW SGA is affiliated with the Associated Student Body (ASB) of Tulane University. All students enrolled at TSSW are eligible for membership in the Student Government Association. 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.

The TSSW student body is also a member of GAPSA. The Graduate and Professional Student Association (GAPSA) is the unifying body of the graduate and professional divisions of Tulane University. GAPSA develops and furthers the scholastic, professional, social, and public service interests of all graduate and professional students by promoting an understanding amongst students, faculty, and administrators. GAPSA also facilitates inter-division communication and coordinates activities with the undergraduate student government. For more information about GAPSA please see <https://gapsa.tulane.edu/>

For more information regarding the SGA and its leadership roles and responsibilities, please see the SGA Constitution and bylaws at <https://tssw.tulane.edu/sites/g/files/rdw646/f/SGA-Constitutional.pdf> and <https://tssw.tulane.edu/sites/g/files/rdw646/f/SGA-Bylaws.pdf> respectively.

II. FERPA

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 the 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

III. TULANE'S NON-DISCRIMINATION POLICY

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. Please refer to <https://equity.tulane.edu/affirmative-action> for more information regarding Affirmative Action within the University.

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).

For all detailed policies related to affirmative action, equal employment, see: <http://tulane.edu/equity/policies/index.cfm>

For more information regarding Tulane's Office of Institutional Equity please contact <https://equity.tulane.edu/>

IV. GOLDMAN CENTER FOR ACCESSIBILITY

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.

Tulane University School of Social Work is committed to providing an accessible, reasonable accommodations, supportive teaching and learning environment. All students requesting accommodations are required to contact the Goldman Office of Accessibility at <https://accessibility.tulane.edu/content/request-accommodations-0>.

The center is committed to providing equal access and a friendly environment for all who study and work at Tulane University. Through a collaborative relationship, reasonable modifications to the academic or work environment accommodations can be offered. For more information regarding the Goldman Center for Accessibility visit <https://accessibility.tulane.edu/>

V. TITLE IX

Tulane University is committed to a policy of compliance with Federal laws and regulations administered by Title IX which states, “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”

For more information regarding Title IX support and reporting policies within the university visit <https://allin.tulane.edu/what-title-ix/> or contact Meredith Smith, Title IX Coordinator, at (504) 865-5611.

VI. CASE MANAGEMENT AND VICTIM SUPPORT SERVICES

Tulane’s Office of Case Management and Victim Support Services offers problem resolution services, case management services, victim support services, referral services, coordination and follow-up during and after hospitalization and/or medical leave of absence, and crisis management and resolution. Visit <https://cmvss.tulane.edu/> for more information.

For after-hour support, the Division of Student Affairs provides a 24/7 professional staff on call for urgent situations and can be reached by calling (504) 920-9900.

VII. EMERGENCY REPORTING

Tulane requires 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>.

Other helpful numbers: Erica Woodley, Student Conduct: 504 314-2160
Ruth Riley, Office of Institutional Equity: 504-247-1711
TUPD: 988-5555 (downtown) or
<https://publicsafety.tulane.edu/>

VIII. LEAVE OF ABSENCE, MEDICAL WITHDRAW, LEAVE AND PERSONAL LEAVE FROM TSSW

Leave of Absence

A Leave of Absence may be requested by a student prior to the beginning of the next term in the academic calendar.. A Leave of Absence implies the student is planning to return to TSSW at a predetermined date.

The typical time for a Leave of Absence is one calendar year. If a student takes a Leave of Absence and re-enters within one calendar year the student must follow the procedures below. Beyond the one year deadline, the student's status in TSSW will be re-evaluated in order to continue their studies.

Procedures

1. A written message must be sent to an Academic Success Coach outlining general reasons for withdrawal. No doctor's statement is necessary. The student, if possible, should sign the Student Resignation Form which notes the student is taking a Leave of Absence from the university, though with an authorizing email from the student, this action can be completed by the Academic Success Coach and signed by the Associate Dean of Academic Affairs.
2. If applicable, the student should contact their financial aid counselor to discuss how a Leave of Absence may affect financial aid.
3. If the student is registered in courses for the upcoming semester, the student should remove the courses from their schedule.
4. The student should contact the field team and alert them of the impending Leave of Absence.

Returning to Tulane - Deadlines for Submitting Documentation

- To petition to return for the Fall semester, the deadline is July 1
 - For field placement purposes, students must inform TSSW of their return by June 1.
- To petition to return for the Spring semester, the deadline is December 1
 - For field placement purposes, students must inform TSSW of their return no later than November 1.

- To petition to return for the Summer session, the deadline is May 1
 - For field placement purposes, students must inform TSSW of their return no later than April 1.

Next Steps

- The student must contact their respective Academic Success Coach at least one semester out from returning to TSSW.
- The student must schedule a success coaching appointment with their Academic Success Coach at this time.
- The student must attend orientation for the semester they intend to return.
- The student must complete the APA mini-course for the semester they intend to return.

To re-enter 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.

Re-entry after one year

1. If the student wishes to return after one year or more, the student must re-apply 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.

Withdrawal: Medical

Students may experience medical and/or psychological conditions as well as problems around substance misuse that significantly impact their ability to complete their academic pursuits. During such circumstances, a medical withdrawal and leave of absence from the University provides the student an opportunity to remain a matriculated student while also allowing time away for appropriate treatment and recovery.

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 re-apply to the Tulane School of Social Work in order to continue their studies, following the procedures below.

Requesting a Medical Withdrawal or Leave

- A. Any student who wishes to request a complete medical withdrawal from classes or leave of absence from the University should begin by scheduling an appointment with Academic Advising or Case Management & Victim Support Services. You can schedule with your academic advisor online at <http://www2.tulane.edu/advising/appointment.cfm> or by phone at (504) 865-5798. You can schedule with a Case Manager in the Office of Case Management and Victim Support Services (CMVSS) by emailing srss@tulane.edu or calling (504) 314-2160. You may also be seen as a walk-in. The CMVSS office is located in Suite G02 of the Lavin-Bernick Center (LBC).
- B. At this meeting, the University official will discuss the medical withdrawal or leave process with the student. At the end of this meeting, the student should attest to the following:
 - a. I understand the academic repercussions for taking a medical withdrawal or leave.
 - b. I know that if I am receiving financial aid or a scholarship, I will need to connect with the appropriate financial aid counselor.
 - c. I know that if I reside on-campus, I will need to complete a Housing Agreement Release Request and plan to check out of my room within 48 hours.
 - d. I understand that I am responsible for getting the appropriate treatment while I am on leave, and that my readmission will be contingent on this treatment. I understand that there is a process for readmission, which begins with the Assistant Dean of Students office.
 - e. I understand that typically a medical withdrawal will result in a stop out for at least one full semester, and that I must adhere to the deadlines for readmissions.
- C. If appropriate, the University official will complete the withdrawal or leave paperwork with the student as well as submit a referral to the Health Center for Student Care for evaluation for course load reduction. Based on a review by the clinician at the Health Center for Student Care, a recommendation will be made by the clinician to the Dean's office and the referral source.
- D. If the evaluation supports a medical leave, the Dean's office will place a medical hold on the student's account that will prevent the student from being re-admitted or re-enrolled without properly petitioning to return as outlined in the Return from Medical Leave protocol
 - a. <https://www2.tulane.edu/studentaffairs/support/cmvss/case-management/medical-withdrawal-return.cfm>.
 - b. If the student is already registered for the upcoming semester, the Dean's office may administratively drop the student's complete course schedule.

- E. See: <https://www2.tulane.edu/studentaffairs/support/cmvss/case-management/medical-withdrawal-return.cfm> for a checklist outlining the process for requesting a medical withdrawal or leave and next steps.
- F. It is the student's responsibility to notify TSSW Student Affairs of the Medical Withdrawal.

Treatment Expectations

- A. While on a medical leave, the student is expected to receive adequate, ongoing treatment from an illness-specific, properly credentialed treatment program or clinician(s).
- B. The student must allow for the appropriate time to complete the treatment that is recommended or that the condition that precipitated the need for a withdrawal has been successfully treated such that the condition no longer adversely affects the student's ability to successfully or safely function in the university environment.
- C. Clinical documentation of this treatment will be submitted to **medreturn@tulane.edu** when the student petitions to return to the University. The student must also give consent for the treating clinician(s) to discuss their treatment with a member of the Health Center for Student Care.
- D. If at any point the student has questions about whether a treatment provider or a specific treatment is adequate, they may contact the Health Center for Student Care at (504) 865-5255 option 8. For questions regarding the petition process, please call CMVSS at (504) 314-2160.

Returning to Tulane - Deadlines for Submitting Documentation

- To petition to return for the Fall semester, the deadline is July 1
 - For field placement purposes, students must inform TSSW of their return by June 1.
- To petition to return for the Spring semester, the deadline is December 1
 - For field placement purposes, students must inform TSSW of their return no later than November 1.
- To petition to return for the Summer session, the deadline is May 1
 - For field placement purposes, students must inform TSSW of their return no later than April 1.

Next Steps

- The student must contact their respective Academic Success Coach at least one semester out from returning to TSSW.
- The student must schedule a success coaching appointment with their Academic Success Coach at this time.
- The student must attend orientation for the semester they intend to return.
- The student must complete the APA mini-course for the semester they intend to return.

To re-enter 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 re-enter after one year

1. If the student wishes to return after one year or more, the student must re-apply 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.

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.

Documents to Submit

- **Release of Information:** Please complete a Consent to Release Information form, provided by your clinician(s), for each treatment provider you saw during your leave.
- **Clinical Documentation:** Please have each treatment provider complete, sign and submit a Community Provider Treatment Information Form. This form can be provided to you by emailing a request to srss@tulane.edu or by downloading the form at <https://www2.tulane.edu/studentaffairs/support/cmvss/>.
- **Return from Medical Leave Student Petition:** Please complete and submit a Return from Medical Leave Student Petition. This form can be provided to you by emailing a request to srss@tulane.edu or by downloading the form at <https://www2.tulane.edu/studentaffairs/support/cmvss/>.
- **See the Return from Medical Leave protocol at** <https://www2.tulane.edu/studentaffairs/support/cmvss/case-management/medical-withdrawal-return.cfm> for additional information and guidance

Withdrawal: Personal Leave

Personal leave occurs during the semester and is applied when a student is leaving for a specific non-medical reasoning during the term (e.g., student is the primary caregiver of a loved one who is experiencing health issues). The student must discuss the possibility of taking a Personal Leave with their respective Academic Success Coach. The student's Academic Success Coach will then consult with the Associate Dean of Academic Affairs where a decision will be rendered.

Procedures

1. A written message must be sent to an Academic Success Coach outlining general reasons for the Personal Leave. No doctor's statement is necessary. The student, if possible, should sign the Student Resignation Form which notes the student is taking Personal Leave from the university, though with an authorizing email from the student, this can be completed by the Academic Success Coach and signed by the Associate Dean of Academic Affairs.
2. If applicable, the student should contact their financial aid counselor to discuss how a Personal Leave may affect financial aid.
3. If the student is registered in courses for the upcoming semester, the student should remove the courses from their schedule if they do not plan on returning for the next semester in the academic year.
4. The student must contact the field team and alert them of the Personal Leave.

Returning to Tulane - Deadlines for Submitting Documentation

- To petition to return for the Fall semester, the deadline is July 1
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To re-enter after one year

1. If the student wishes to return after one year or more, the student must re-apply 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.

C. MSW FIELD EDUCATION

The purpose of the field practicum is to provide an educationally-directed practice experience for the MSW student. The Council on Social Work Education (CSWE) has identified field education as the signature pedagogy of social work education:

"Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students... In social work, the signature pedagogy is field education. ...the two interrelated components of curriculum -- classroom and field -- are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice." (CSWE, 2008).

At Tulane University School of Social Work (TSSW), a field placement is provided through a school-agency partnership. This is referred to as "field practicum." The field practicum is made up of two parts – foundation field practicum and advanced field practicum. Both parts are completed at one agency placement and concurrent with course work. Throughout the field practicum experience, students attend Field Seminar and meet with their faculty field liaisons to ensure their progress is developed, directed, monitored, assessed and educationally supported.

All field practicum sites and field instructors are selected by the School through a prescribed process overseen by the Office of Field Education. Each agency signs a School-Agency Placement Agreement prior to the beginning of a student's placement. Students are placed in a variety of generalist practice social work settings designed to be inclusive of all course content. Field placements are geared toward student interests and educational feasibility.

I. RELATIONSHIP OF THE FIELD PRACTICUM TO THE OVERALL CURRICULUM

Historically, the field experience for MSW students has been a cornerstone in social work education. The field practicum is the link between the experiential aspect of learning and the overall curriculum. Each mode of learning -- class and field -- reinforces and enhances the other. It is in the class-field partnership that integration of theory and practice occurs.

This goal of integration is accomplished in part through the Field Seminar, which provides students the opportunity to discuss, process, and integrate their agency-based field

placement experience with classroom learning. Simply put, field placement is where students take what they learn in the classroom and apply it. Teaching methods and learning activities for the Field Seminar may include readings, skill building exercises, didactic presentations, case presentations, role plays, and field site visits. The goal of integration is also accomplished through ongoing communication between faculty, field liaisons, and field instructors.

In addition to classroom learning, full-time students are expected to do 24 hours of fieldwork per week for a semester total of 316 hours and part-time students do 12 hours per week for a semester total of 158 hours.

II. PREREQUISITES FOR FIELD PRACTICUM

Students must successfully complete first semester courses for full-time students and first and second semester courses for part time students. Advanced Standing students will begin field placements upon entering the program. Successful completion of the required courses is demonstrated by a passing grade, or better, in all courses and no Incomplete/I grades. In addition, any student whose GPA falls below 3.0 must be evaluated by the Academic Hearing procedures to determine whether or not they will be allowed to enter or continue in field practicum. Students must also provide proof of liability coverage prior to starting their field placement.

III. FOUNDATION FIELD INSTRUCTION

The purpose of the Foundation Field Practicum is to provide students with experience and instruction in generalist social work practice. It is completed in one semester for full-time students and two semesters for part-time students. It is closely integrated with the Foundation content that has been taught during the first semester, as well as content that is taken concurrently with the placement. Advanced Standing students skip the Foundation Field Practicum and begin with the Advanced Field Practicum.

IV. ADVANCED FIELD INSTRUCTION

The second segment of the field instruction sequence is Advanced Field Practicum. Its purpose is to promote and focus on the integration of theory and practice skills in advanced social work practice. Designed as a continuation of Foundation Field Practicum, the Advanced Practicum is completed in two semesters for full-time students and four semesters for part-time students.

V. FIELD EDUCATION ROLES AND RESPONSIBILITIES

Director of Field Education

- Has overall direction of the field program and coordination of the activities of the Office of Field Education
- Makes final assignment of all MSW students
- Oversees evaluation and appointment of new agencies and field instructors

- In conjunction with faculty liaisons, mediates field problems encountered by the student and/or instructor

Assistant Director of Field Education

- Works with the Director of Field Education in locating, cultivating, assigning students to, and evaluating field sites
- Makes preliminary assignments for on-campus MSW students and online MSW students living in the greater New Orleans area
- In conjunction with field liaisons and the Director, conducts mediation of field problems encountered by the student and/or instructor
- Coordinates and monitors the Federal Work-Study program as it relates to on-campus students

Program Manager for Online Field Education

- Works with the Director and Assistant Director to identify placement sites and coordinate all activities of the Office of Field Education
- Oversees the assignments of all online MSW students
- Collaborates directly with Placement Coordinators
- In conjunction with faculty liaisons and the Director, conducts mediation of field problems encountered by the student and/or instructor

Faculty Field Liaison

- Meets with students in Field Seminar, and individually as needed, to facilitate peer problem-solving, provide support, and ensure integration of learning
- Makes site visits (or virtual site visits) to maximize effective communication with the students, the School, and field agencies
- Handles initial aspects of field problems and makes referrals of problems, when necessary, to the Director
- Reviews and signs Learning Goals, Evaluations, and other field forms
- With the Director, develops and evaluates new placements and field instructors to meet the educational needs of the program
- Evaluates current field instructors regarding their suitability for continuation

Field Instructor (Supervisor)

- Focuses on the learning needs of the student and supplies appropriate learning experiences (from those available within the agency's services)
- Selects learning assignments in accord with the student's background, experience and level of ability and assists student with development of Learning Goals
- Provides a regular planned one-hour weekly supervision-learning conference and provides group supervision when appropriate
- Evaluates the student's performance with ongoing feedback, identifying student progress (or difficulty) in the learning process, and bringing to the School's attention any recognized deficiencies in student learning that should be addressed
- Participates in school-planned educational opportunities that are devised to assist the field instructor in enhancing their educational ability

Student Intern

- Participates actively in the learning process as an adult learner preparing for a professional career in social work
- Demonstrates a willingness to use supervision, which is a dynamic interaction where the field instructor and student embark on a mutual teaching-learning enterprise
- Acts as an active participant in planning one's own learning; along with field instructor, develops learning goals each semester
- Takes initiative with course selection, outside readings or seminars to address any needs or gaps in learning
- Fills role as a representative of the agency and abides by the agency policies and regulations and complies with the work schedule, specific expectations, dress code, etc. of the agency

VI. PROCEDURES FOR PRACTICUM PLACEMENT

Assigning Students to Field Placements

The process of assigning students to the field placement is a significant and detailed one. Unquestionably, the field practicum is one of the student's most important learning experiences during their tenure at the program. As students engage in the delivery of social work services, classroom content takes on a professional reality. Both students and faculty perceive the importance of field instruction because of its integrative purpose, the time span covered, and the energy invested by the students in the process. Much care, thought, and attention is focused on the assignment of students to field placements.

The School's placement of students in agencies, where direct social work practice occurs, carries with it a serious professional gatekeeping responsibility. Accordingly, students must not only meet academic standards for admission to field (3.0 overall grade point average), but a standard of professional behavior as well. This is articulated in the TSSW Code of Student Ethics that each student reads, discusses, and signs in the first semester, prior to placement. **The Office of Field Education reserves the right to deny or delay any student access to field placement if these academic or professional standards are not met.**

All students must submit proof of individual professional liability insurance before entrance into field placement.

The Office of Field Education assigns students to field placements following a substantial amount of preliminary work. The final assignment is made only after an interview has been conducted by the selected field instructor and the prospective student, and there is mutual agreement that the assignment will be productive.

Students should not contact prospective field placement agencies until a tentative assignment has been made, or if they have been told to do so by a Field Education placement professional.

Field Placement Process

- Students complete a field placement application stating their interests, kinds of learning experiences desired, career goals, prior experiences, etc. (An annual Open House for agency field instructors also affords local students the opportunity to learn about field placement opportunities.) Once the completed application is submitted to the Office of Field Education, this form becomes the basis for placement and subsequent conversations with the Office of Field Education.
- The Office of Field Education reviews the student's application; relates student interest and needs to the range of available placements and field instructors; and makes a preliminary assignment.
- The student is informed of the preliminary assignment and is instructed to contact the field instructor to arrange an interview. The student and the field instructor interview each other to determine the appropriateness of the site to the student's needs and professional goals. If following this interview, there is mutual agreement on the appropriateness of the placement, the assignment is made final. However, if the agency interview raises serious questions about the feasibility of the proposed placement, either the agency representative or the student can take the initiative in requesting that another placement be considered.
- Following the interview, the field instructor informs the student if the agency is able to meet the learning needs of the student and informs the Office of Field Education.
- Any student who declines, or is not accepted, for internship in two different agencies must meet with the Director of Field Education for further advisement before an additional assignment is made. The Director will ascertain the need for an Academic and Professional Standards Review to assess the student's appropriateness for field placement.
- Any student who is not accepted for internship following a third interview will be recommended for an Academic and Professional Standards Review to examine her/his appropriateness for field placement.
- Once placed, the student is expected to fulfill the requirements of field practicum.

VII. PRACTICUM POLICIES

Absences from Field Placement - Vacations, Holidays, etc.

All students are entitled to official University holidays and to vacation periods scheduled between semesters. At the beginning of the placement, students should provide their field

instructors with a university calendar that outlines official holidays. If the agency has particular holidays (religious, public holidays, etc.) beyond the prescribed University schedule, students will be expected to make up this time. Students are expected to anticipate planned holidays and to make sound plans for coverage of their work with the field instructor. To assure students meet the required field hours, sick leave or time requested off for personal emergencies must be made up during the semester in which the absences occurred. Students who miss field for several days should develop a plan to make up the hours with their field instructor and field liaison.

Attendance at Social Work Conferences/Meetings

While there is no question that students learn from a broad spectrum of experiences, the student must receive permission from the field instructor to attend outside meetings, conferences, etc. as part of their field practicum. In order to count these hours as part of their field practicum, the event should relate to the work they do at their placement.

Criminal Background Checks, Drug Screenings, and Verification of Health Status

Some field agencies require screenings, a criminal background check, and/or verification of vaccinations from students prior to beginning the internship. Screenings may include drug screening for illegal drugs, vaccinations, and/or verification of health status. Students are responsible for obtaining this on their own. Students should ask the field instructor during the field interview about these requirements and make arrangements for their completion prior to starting field.

Many agencies also conduct random drug screenings. Testing positive for illegal or non-prescribed drugs (including cannabis) during the field placement may lead to termination from the placement and referral for an Academic and Professional Standards Review to determine readiness to continue in the program.

Disability Policy for Field Education

TSSW acts in compliance with the Americans with Disabilities Act and with Section 504 of the Rehabilitation Act of 1973. TSSW does not discriminate in its admission policies and procedures, educational programs, policies or other activities on the basis of disability. Likewise, students at the School of Social Work are not allowed to discriminate on the basis of disability and will serve any clients served by the agency providing field instruction.

Agencies participating in field education are expected to follow federal guidelines related to employees with disabilities and to make reasonable accommodations to meet the needs of students with disabilities. The school will work with agencies to plan and arrange ADA accommodations and share the cost of accommodations. However, accommodations apply only to students who are registered with the Goldman Center for Student Accessibility and whose need for accommodation in the field setting is verified by that office. All students are held to the same criteria for evaluation of field performance. Any student who feels that they may experience difficulty in their field placement because of a disability is encouraged to discuss such concerns with their advisor, a member of the Field Education office, the TSSW Associate Dean of Academic Affairs and the Director of the Goldman Center for Student Accessibility.

Though a student's request for accommodations is not confidential, the nature of their accommodation is. By law, students cannot be compelled or pressured to disclose information about their disability to academic or field faculty. However, students with disabilities may choose to disclose such information. When this is the case, members of the Office of Field Education will assist students in determining what and how information concerning disability and accommodations will be shared with the field agency.

Dress Code

Students must follow the same dress code that is required of agency staff. Agency policies regarding dress, tattoos, piercings, etc. must be adhered to by students. If the student's personal needs are not aligned with that of the agency, the student should discuss this with a member of the Field Education team.

Dual Relationships

The field instructor and student are expected to develop and maintain a friendly, but professional relationship at all times. Field instructors are prohibited from becoming romantically or sexually involved with field students. Ethical Standard 2.07 in the NASW Code of Ethics states: "Social workers who function as supervisors or educators should not engage in sexual activities or contact with supervisees, students, trainees, or other colleagues over whom they exercise professional authority."

To avoid a conflict of interest, field instructors should not enter into dual-role relationships with students that are likely to detract from student development or lead to actual or perceived favoritism. Although there are definite pedagogical benefits to establishing good rapport with students and interacting with students both inside and outside the agency, there are also serious risks of exploitation, compromise of academic standards, and harm to the student's development. It is the responsibility of the field instructor to prevent these risks from materializing into real or perceived conflicts of interest.

Related to these issues of dual relationships, TSSW will not assign students to placements involving:

- supervision by a family member, romantic partner, or friend, whether primary field instructor, secondary field instructor, task, consultant, or practice consultant;
- supervision by another student in the MSW program, including task supervision;
- supervision by current supervisor at the place of employment;
- placement in an agency where the student or a family member is an active or recent client; or
- other placements where existing relationships may impair meeting educational goals.

If a student has an existing relationship with a proposed field instructor or agency, the student and field instructor has the responsibility to disclose this when the placement is proposed or immediately anytime a dual relationship occurs. The Director of Field Education will assess the nature of the relationship for its potential impact on field education. *(Adapted from College of St. Catherine School of Social Work Policy on Dual Relationships in Field and LSU School of Social Work)*

Evaluations and Grading

Field evaluations must be completed for each semester the student is in field. There is a separate evaluation form for each semester of field practicum and the evaluation form includes the core competencies and specific practice behaviors and tasks the student is expected to experience and master for the assigned semester. Toward the end of each semester, the field instructor will be contacted by the school regarding the completion of the Evaluation of Student Performance. This is done online via the TSSW Intern Placement Tracking (IPT) program. The evaluation must be completed and electronically signed by the field instructor and the student. The student's signature does not necessarily mean they are in agreement with the evaluation, but simply indicates that the student has read it. If there is serious disagreement by the student, they are invited to write a rebuttal as an addendum to the field evaluation, and this becomes a part of their official record. If a student is experiencing difficulty or the field instructor has concerns about the student's performance, it is expected that the field instructor will discuss this with the student and inform the field liaison. In order for the student to pass Field Practicum, the field evaluation form and time sheet MUST be signed by BOTH the student and the field instructor.

Field instructors give grades to students for whom they are responsible. Any deviation from the expectation of 'Satisfactory' performance means the School field liaison and agency field instructor should have had a full discussion of the student's problem at the point at which it became evident. The field liaison must be in full agreement on the final grade. This level of agreement is also true of an 'Incomplete' grade. For the student who is experiencing trouble serious enough to place him or her in an "Unsatisfactory" or an "Incomplete" grade category, a detailed policy is available for the procedures to be followed.

When the field instructor is confronted by a difficult grading problem, on which serious differences persist between field instructor and field liaison, the field liaison and the Director of Field Education assume final responsibility for the grade given. All field practicum grades are based on a pass-fail system. Possible grades for the Field Practicum are "S" (Satisfactory), "U" (Unsatisfactory), and "I" (Incomplete). The student must earn a Satisfactory grade in each semester in order to meet the requirements for graduation. An Unsatisfactory grade is given at the end of any semester when the student's work does not meet minimum standards. In order to receive a grade of "S", the student MUST earn 80% of their ratings on the 3 point scale of each evaluation at the level of "2" or better. A "U" grade in the field requires that the student come before the Academic Standards Committee for review of their status in the school and to determine if they will be allowed to remain in the school and repeat the work. A final "U" grade for the semester's work presumes that there has been substantial discussion between field instructor and the school regarding the student's learning problems. If the student receiving the "U" grade in the field practicum remains in the school, they must complete a new semester of field practicum.

The grade of Incomplete is used in cases of illness or extraordinary circumstances, causing the student to lack the required time expected for completion of the field practicum and the student must make up the time and work.

Students must complete all hours required in order to successfully pass their Field Practicum Course.

Home Visits

Home visits are a regular part of many placements. Even if they are not, a home visit may be indicated in certain situations. Agencies are expected to take appropriate measures to ensure the safety of students both on and offsite while they are conducting agency work. Students are never permitted to make home visits by themselves in their first field semester. Students may shadow home visits in their first semester and discuss making them on their own starting in the second semester when they are ready. The same safeguards provided to staff must be provided to students. However, in some cases, students may need additional support and security provisions. The Director of Field Education should be consulted if safety is a concern.

Information Sharing

As with all social work courses, the school has a responsibility to monitor the student's performance and progress in the program. To this end, faculty share information amongst themselves with respect to the student's status in the program. Field instructors are co-educators in the Field Education courses and, therefore, some student information will be shared with them. This information may include but is not restricted to the following: knowledge and skills; suitability and readiness for field work; grades; attendance and participation in other social work courses; identified learning needs and areas requiring particular attention during field education courses; and verification of required background and medical clearances required for internship.

Students are notified that information may be shared with field instructors and field sites as part of the field education process and are required to sign a Student Release of Information Form prior to beginning academic courses.

Intern Placement Tracking (IPT)

Students are assigned accounts in the school's online field tracking program. Student can access their account by going to the website runipt.com and entering their personal login information. All field related forms will be sent out, completed, and signed through this program. Field instructors also have IPT accounts and will access student forms using IPT.

Learning Goals

At the beginning of the Foundation and Advanced semesters in the field, students and their Field Instructors are responsible for developing Learning Goals. The format for writing and signing the Learning Goals is located online using the TSSW Intern Placement Tracking program (IPT). Students and Field Instructors should review the areas of core competency as defined by the CSWE, read the listed practice behaviors which will demonstrate progress toward goal achievement in the identified areas, and then write out agency-specific, student-specific work plans which delineate the ways that the student will be expected to achieve each core competency.

The Learning Goals form follows the same format as the Field Evaluation. The Learning Goals for the Foundation Semester are more generalist in nature and the Learning Goals for the Advanced Practicum semesters correspond with the more advanced learning objectives of the core competencies.

Open Identification of Student Status

Students must identify themselves as students or interns in their work with clients and other agency representatives.

Personal Conduct

Social workers and social work interns serve the most vulnerable populations and are often looked to as role models by the community. Personal conduct can impact how a student is perceived by clients, referral sources, and colleagues and may interfere with their ability to do their work. Students are expected to use the following standards from the NASW Code of Ethics as a guide when making decisions about personal conduct:

- **Private Conduct** - Social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibility.
- **Respect** - Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.
- **Unethical Conduct of Colleagues** - When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, an NASW committee on inquiry, or other professional ethics committees).

TSSW policies state that a student 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." (See previous Student Professional and Ethical Standards section.)

Professional Ethics

It is understood that students will adhere to the expected standards for professional and ethical conduct in addition to the policies and procedures of the agency as long as those policies and/or procedures are not in conflict with the National Association of Social Workers Code of Ethics. An especially salient issue for students during the field practicum is that of confidentiality of case records and other related materials. As an important component of supervision with their field instructors, students are expected to review their work (audio/video tapes, written materials etc.) and agency records pertinent to their duties. Additionally, students may be asked to share their work with their field liaison. Under no circumstances will students be allowed to remove documentation related to

clients from the agency. A student's failure to adhere to the expected standards for professional and ethical conduct will be considered grounds for termination of the practicum, a failing grade in the placement, and immediate cause for an Academic Standards and Professional Review to determine the student's continuation in the MSW program.

Professional Liability and Health Insurance

All students are required to submit proof of their own professional liability insurance prior to entering field. Students are responsible for the provision of their own health insurance. Students who are in field placements are advised to be certain their health coverage will provide for any injuries, accidents, or illnesses that may be incurred at the placement site.

Reference Letters

Students desiring letters of reference must plan with individual field instructors and field liaisons whom they wish to supply them. All letters of reference are considered as personal references. Students are given a copy of their field evaluation at their request.

Required Hours of Internship

- Each full-time student must spend three semesters in the field, which means three days per week or 24 hours per week for a required minimum of 316 hours per semester.
- Part-time students complete six semesters in field placement for 12 hours per week and 158 total.

Students are in concurrent field placements in which both class and field days are scheduled within the same week. On-campus full-time students attend classes during the day on Tuesdays and Thursdays, and online students attend live sessions in the evenings and are in the field on Mondays, Wednesdays, and Fridays. While commuting time is not counted as part of a student's field placement hours, they should consider this time when arranging their schedule to ensure they are home with enough time to prepare for class. Students negotiate specific schedules with the field instructor, based on the needs of the agency and the student.

- Accumulating additional hours in order to complete the internship early is not an option, and students must remain in the agency for the duration of the semester.
- Hours per se are not the final determination of the student's fulfillment of practicum requirements.
- Students must complete the full-time span allocated.
- They must have the time to engage in different types of practice interventions and to see these through to completion.
- They must be able to experience beginnings, middles, and endings of assigned projects involving interventions in social work practice.

Students complete a daily time sheet through the online field program IPT. The time sheet is signed by both the student and the field instructor and submitted with the semester field evaluation at the end of each semester. A student who is significantly ahead in hours is expected to discuss the situation and options with the faculty liaison and field supervisor.

A student who is having difficulty completing the required hours by the end of the semester is expected to inform the field instructor and field liaison and formulate a plan to make up their hours as soon as possible. Students should be mindful of when the “last day of field” is scheduled, and not plan to make up hours during university holidays or a break between semesters.

A field grade will not be entered for the semester until the required hours are completed. It is expected that in some semesters, depending upon the academic calendar, students will have more than the minimum required hours.

“Rolling over” or accruing additional hours during the semester to be used in a future semester is not permitted. If for some reason, a student anticipates missing field hours in an upcoming semester due to personal issues, they are expected to discuss ways to make up days with the field instructor and field liaison prior to the start of the semester.

In some situations, with the permission of the field instructor and the Office of Field Education, a student may start field prior to the beginning of the semester in order to ensure completing the required hours.

Safety

Social work practice activities sometimes occur in places that may not be safe or may not feel safe for the student. Whether it is a perceived threat by a particular client or group and/or the physical or interpersonal environment of the situation, students should discuss any concerns regarding personal safety issues with their field instructor and field liaison immediately. If, after gathering enough information to assess the situation, the student is unable to feel sufficiently safe to carry out assignments, they are encouraged to renegotiate those assignments with the help of the field instructor.

Sexual Harassment Policy

Federal law provides that it shall be an unlawful discriminatory practice for any employer, because of the gender of any person, to discharge without cause, to refuse to hire, or otherwise discriminate against any person with respect to any matter directly or indirectly related to employment or academic standing. Harassment of an employee or student on the basis of gender violates this federal law. Student interns are covered by this law at their field placements and they should inform the Field Office if such a situation arises. Field instructors and placement agencies should always abide by the most current Tulane University sexual harassment policy on the university's website. Students should read the most up-to-date policy as well.

Online Communication Guidelines for Students

<https://tssw.tulane.edu/sites/tssw.tulane.edu/files/SSW%20Online%20Communications%20Guidelines%20for%20Students%204-23-20.pdf>

VIII. STUDENT SERVICES TO CLIENTS

While on field education assignments, students will serve any client served by the field agency. Students may not refuse an assignment to serve a client. A student who feels that they will experience difficulty on a field education assignment because of a client's problems, personality, characteristics, or accommodation are encouraged to discuss such concerns with the field instructor or field liaison.

Transporting Clients

Students are not permitted to transport clients in their personal vehicles or to transport clients in agency vehicles.

Use of Personal Vehicles

Social work practice often requires travel to facilities outside the location of the agency. Some agencies provide reimbursement for student use of their own vehicles and insurance coverage for carrying out agency related activities. Some agencies have their own fleet of vehicles for which the student may qualify as a driver if they are to have assignments requiring the use of a vehicle. Other agencies do not have these resources available. Issues related to the use of personal vehicles need to be clarified prior to placement.

Work-Site Placements

Field placements may be arranged in the work site where the student is engaged as an employee. This is called field placement in the work site and not "work-study." The Council on Social Work Education recognizes and permits the use of such field placements so long as the educational integrity of the field practicum is preserved.

In setting up a field placement in the work site the responsibilities and commitments of both school and agency must be clearly defined, have the approval of both school and agency, and be formalized in writing prior to the initiation of the field placement. The plan will be evaluated periodically by school and agency personnel. The educational objectives of the student are to be safeguarded by the agency. The final decision for approval of a work-based internship is made by the school. Credit may not be given for previous work experience. The same standards for field instructors also apply to these placements.

A work-based internship requires:

1. A written plan that specifies the differences between the student's responsibilities and tasks as an employee and the new responsibilities and tasks as a student. The plan should clearly specify throughout the day when the student is engaged in their employment tasks vs. when they are engaged in tasks for their field practicum. Both should not occur at the same time;
2. A different person as a field instructor than the employee's direct supervisor to assure the integrity of the educational purpose of the placement.

IX. PROCEDURES FOR ADDRESSING PROBLEMS IN FIELD

A problem that surfaces in the field practicum setting may be identified initially by either the student or the field instructor. Regardless of who identifies the problem, the first step should be a face-to-face meeting between the student and field instructor to discuss the situation. It is anticipated that the majority of problems related to the field practicum can be resolved at this level. However, if the situation is not resolved between the field instructor and the student, either the field instructor or the student should promptly bring the problem to the attention of the field liaison.

Once a problem has been brought to the attention of the field liaison, the field liaison will speak with both the student and the field instructor to attempt to mediate and address the problem. The field liaison will document these conversations and meetings, including the identified problems and the proposed methods to remedy the problems. This document (which can be an email) will be sent to the Director of Field Education for review and then shared with the student and field instructor.

Notwithstanding the process outlined above, both the agency and the school have the unfettered discretion to immediately remove a student from the agency setting if either the agency or school believes such removal is warranted.

Identifying the Student who is Experiencing Problems in the Field Practicum

Students have different learning styles and subsequently progress at different rates in development and skill attainment. Despite varied learning patterns, it is expected by the time any student has completed the Foundation and Advanced field semesters, they will be capable of providing MSW level practice, as indicated by satisfactory ratings on the Field Evaluation.

When there is concern about a student's progress (for whatever reason), the field instructor must hold a face-to-face meeting with the student to attempt to resolve the concern. If this does not rectify the problem, the process above should be followed.

Some areas of performance which may cause concern include, but are not limited to the following:

- failure of a student to meet the expected level of performance at any given stage in the curriculum;
- excessive absences or tardiness;
- failure to keep records current;
- failure to prepare appropriately for supervision;
- apathy or failure to engage and invest in the field placement learning opportunities;
- inappropriate or questionable professional behavior

Possible Outcomes

A student's failure to meet the minimum number of satisfactory ratings on the Field Performance Evaluation could result in a U, I, or F grade for the semester. (See Evaluation and Grading section above.)

Removal of a Student From Field

Reasons for Removal

A student may be removed from the field placement if either the agency or school believes such removal is warranted. Situations where removal will be considered warranted include but are not limited to the following:

1. The level of student's performance in the placement is below standards. Using the Competency Standards on the Field Evaluation for the appropriate level of field practicum (Foundation or Advanced), the field instructor determines that the student is far below standards and has little or no chance of achieving a level of 'Satisfactory' for the semester. The field instructor and field liaison attempted to remedy substandard performance areas, but those efforts were unsuccessful in bringing the student up to the 'Satisfactory' level for that given semester and its Competency Standards. For either semester, evidence to the contrary of the above expectations, given appropriate efforts by the field instructor and field liaison to remedy deficiencies, will constitute grounds for an Academic and Professional Standards Review to determine the student's continuation in the MSW program.
2. A student's failure to meet the expected standards for ethical practice as outlined in the NASW Code of Ethics, Louisiana Professional and Occupational Standards, assigned agency policies or procedures and TSSW policies and procedures;
3. An agency's failure to provide learning experiences and/or appropriate supervision to allow the student the opportunity to meet the Competency Standards as defined in the Field Evaluation;
4. Unexpected events in the life of the student or in the agency which prevent the attainment of the Competency Standards as defined in the Field Performance Evaluation;
5. The student has demonstrated an inability to work positively and constructively with other students, faculty, staff, clients and other professionals.
6. The student has attempted to harm themselves or someone else;
7. Inappropriate behavior which is inconsistent with the principles and practices of the social work profession and is not limited to the classroom or the field placement;
8. Repeated tardiness or absences from the field site.

Procedures for Removal of a Student from Field

The student, field liaison and field instructor work together as a team to address issues as they arise. It is incumbent upon the student and the field instructor to identify, discuss and attempt to mediate problems as they occur. If they are unable to reach a solution, they are to contact the field liaison as soon as possible for further assistance.

Upon notification that there are problems with the field placement that need further assistance, the field liaison will:

1. Apprise the Director of Field Education of the situation;
2. Meet with the student and field instructor to determine the specific problems and attempt to remediate the situation with a plan for corrective action, specifically articulating the behavioral indicators that would show that the problems are being resolved.

3. Document the findings of the meeting and share that documentation with the Director of Field Education, the student, and the field instructor;
4. If a solution cannot be worked out that will allow the student to remain in the field setting, then the field liaison will convey this in writing to the Director, who can attempt further remediation efforts or terminate the placement. The Director of Field Education will then
 - 4.1. Initiate appropriate "next-steps" with the student and the Field Office to facilitate placement in another setting or
 - 4.2. Request an Academic and Professional Standards Review to determine the student's standing in the MSW program.

To protect students, agencies and the school from prematurely changing field placements, every effort will be made to ensure a student will not be removed from the field placement without going through the process outlined above. If necessary, the student may be placed on leave from the field placement by the field liaison and Director of Field Education during this process. Field instructors are notified of the process for addressing concerns during orientation and receive a copy of the Field Manual outlining procedures. If the field instructor and agency believe that immediate dismissal of the student without prior notification is warranted, the field liaison and Director of Field Education will obtain information from the field instructor and student to determine appropriate next steps.

Dismissal from a second field placement will result in a request for an Academic and Professional Standards Review and could result in immediate dismissal from the program.

Students may not change or terminate a placement without careful discussion, planning, and approval from their field instructor, faculty liaison, and the Office of Field Education. A student who terminates a field practicum without the knowledge and permission of the field liaison and Director of Field Education may receive a failing grade for the semester, lose credit for the hours worked, and be subject to an Academic and Professional Standards Review to determine the student's standing in the MSW program. The Director of Field Education, in collaboration with the field liaison and field instructor, will determine if any credit will be given for field hours completed if the student transitions to another field placement.