

***SOUTHERN UNIVERSITY AT NEW ORLEANS
SCHOOL OF SOCIAL WORK***

MSW STUDENT HANDBOOK



**Advocacy, Transformation, and
Empowerment**



MSW STUDENT HANDBOOK

This Student Handbook is periodically reviewed, as such policies may change.

REVISED September 20, 2019

PREFACE

This handbook is intended to orient you to the School of Social Work and Southern University at New Orleans (SUNO). It provides information on topics that students have shown most interest and those that are deemed important requiring immediate attention. In addition to these topics and policies, students must read the university catalog, particularly the School of Graduate Studies (SGS) and the School of Social Work sections. This is your basic reference source for the program. We recommend that you read it thoroughly.

As a student, you can have input into the development, modifications and changes in policies and procedures of the School. Students are encouraged to participate on various committees including the ad hoc policy review committee. Your involvement in the student organization, (SOS), as described in this Handbook, is your primary mechanism for involvement.

The Handbook was written and compiled by the faculty and students of the School of Social Work. This Handbook is a supplement to the University Student Catalog, School of Graduate Studies section, which contain rules, policies and procedures and other information pertinent to matriculation in SUNO graduate Programs, including the School of Social Work. We appreciate the invaluable assistance from all contributors and welcome continued input from the School of Social Work faculty and students.

The School of Social Work does not discriminate based on age, class, race, disability, ethnicity, family structure, gender, marital status, national origin, religion, sex, and sexual orientation or any other construct.



TABLE OF CONTENTS

	PAGE
I. Welcome	5
II. The School of Social Work	6
A. History	6
B. Educational Philosophy	7
C. Mission Statement	8
D. Vision and Constructs	9
III. Admissions	10
A. Criteria	10
B. Interview Process	10
C. Delayed Entry	11
IV. Student Advisement	11
A. Responsibilities of Faculty Advisors	12
B. Responsibilities of Students	12
C. Duties of Faculty Advisors	13
V. Curriculum Structure	14
A. Structure Rationale	14
B. MSW Program Description	16
C. Plan of Study Descriptions	17
D. Transfer Students	19
E. Curriculum	20
F. Field Practicum (Signature Pedagogy)	23
VI. Course Grading	28
VI. Academic Progress	29
A. Probation	29
B. Dismissal (Expulsion)	31
VII. Criteria and Procedure for Academic Termination	31
VIII. Criteria and Procedures for Non-Academic Termination	31



IX. Appeals and Grievance Procedures for Students	35
A. Steps in the Grievance Procedures	36
B. The Grievance Committee	36
C. Time Table for Grievance Process	37
X. Incomplete Grades	37
XII. Independent Study	38
XIII. Grade Changes	36
XIV. Readmission	37
XV. Student Participation and Opportunities	38
A. Student Organizations	38
B. Student Participation in the Faculty Evaluation Process	39
C. Student Participation on School Committees	39
D. Student Financial Assistance	40
E. Support Services	40
XVI. Student Safety	43
XVII. General Policies	45
XVIII. Appendix	73
“I” Grade Request Form	74
MSW Curriculum Plan	75
MSW Admissions and Application Instructions	81
Grievance Form	84
Independent Study Form	86
Important Links	90
MSW SOS By-Laws	92
Men of Social Work Association By-Laws	97
Xi Phi chapter of Phi Alpha Honor Society By-Laws	103
Tips to avoid Plagiarism	105



Welcome:

Thank you for selecting Southern University at New Orleans School of Social Work for your professional educational development. The decision to increase your professional education will open the door to a rewarding future. Social Work is a profession that seeks to improve the quality of people's lives and works toward a more diverse and humane society. As a social worker, you will have opportunities to work with individuals, families, groups, communities, and organizations. There will also be opportunities for research, engagement in policy work and other related social work interests.

The School of Social Work at Southern University at New Orleans offers the Bachelor of Social Work (BSW) degree at the undergraduate level and the Master of Social Work (MSW) degree at the graduate level. Both degree programs are accredited by the Council on Social Work Education. The BSW program prepares students for generalist practice, which is the entry level of professional practice.

The Master of Social Work program builds upon the foundation of generalist practice (1st year of the program) and prepares students for advanced specialization practice in one of two areas of practice specialization and method of practice. The areas of specialization are Children, Youth and Families (CYF) and Health/Mental Health (H/MH). Each concentration has two possible practice methods: Direct Service (DS) (micro and mezzo level practice) and Administration/Planning/Organizing (APO) (macro level practice).

At SUNO's School of Social Work, emphasis is placed on the strengths of individual client systems, albeit an individual or community. The program's themes of empowerment, advocacy, and transformation undergird and permeate the total curriculum. The curricula of both programs have an eco-systems focus which directs attention to problem identification, assessment and intervention strategies. You will also be exposed to the values of the profession of social work through your classes and through interaction with other students. Value orientation is an important part of your education and professional development.

We Welcome You Aboard! Join us for a very rewarding learning experience.

*Southern University at New Orleans
School of Social Work*



Advocacy, Empowerment, and



Transformation

THE SCHOOL OF SOCIAL

WORK

A. History

Southern University at New Orleans (SUNO) is a state supported college established in 1959 as a branch of the Southern University System. SUNO is a historically Black institution (HBCU) that has a majority African American enrollment. Southern University at New Orleans is committed to serving all segments of the community and seeks to open a door to broader economic opportunities and other benefits that ensue.

The undergraduate social work program began in 1965 as a minor sequence within the Sociology Department. A social welfare department was created in 1972 to administer the newly established BSW program. The BSW program has been accredited since 1974. The outstanding reputation, demonstrated competence, and accredited status of the SUNO BSW program were influencing factors in the decision to develop the SUNO MSW program.

In 1974, the United States, through its attorney general, filed a suit alleging that Louisiana, among nine southern states, established and maintained a racially dual system of public higher education in violation of the Fourteenth Amendment and Title VI of the Civil Rights Act of 1954. It was further alleged that "the defendant had failed to develop and implement detailed plans which promised to realistically and promptly eliminate all vestiges of a dual system of higher education existing within the State of Louisiana. The suit was formally settled in 1981 with the signing of the Consent Decree by a three-judge panel of the United States District Court for the Eastern District of Louisiana. Under the Consent Decree, Southern University at New Orleans, as a part of the Southern University System, was to develop a master of social work program.



In July 1982, a School of Social Work was established by the Southern University Board of Supervisors to house the existing undergraduate and proposed graduate program, and Millie M. Charles was appointed as the Dean of the School. The MSW program began in the Fall of 1983 with an enrollment of 24 students. In compliance with the intent of the Consent Decree to increase "other race" enrollment on each of the public university campuses, it was intended that the student body of the MSW program would be racially mixed.

The graduate social work program at SUNO is responsive to social service personnel needs in the public sector for BSW generalists and MSW social workers in specialized areas such as children, youth, family's services, health/mental health, and middle management positions. With the shift of responsibility for meeting social service needs from the federal to state and local government, it is anticipated that graduates of this program will be able to avail themselves of expanded work opportunities within the state and municipal systems.

B. Educational Philosophy

Holding firm to the belief and philosophy of the School of Social Work founder, Millie M. Charles, the Southern University at New Orleans (SUNO) School of Social Work is committed to a view of social work practice which is holistic and transcending in its approach. Emphasis is placed on the strengths and growth potential of people, individually and collectively. Drawing on this view, the School provides learning experiences which direct students to: 1) explore contemporary problems; 2) acquire knowledge and skills essential to restoring or improving social functioning; and 3) effect constructive social change.

Further, the School of Social Work is committed to advocacy, empowerment, and transformation, as both themes and methods, which promote the processes of social change and social and economic justice. Emphasis is placed individually and collectively upon the strengths and growth potential of people. The educational goals of the School of Social Work support the University's mission and goals.

Central to the School's view of social practice is the concept of "empowerment." Dr. Barbara Solomon refers to "empowerment" as a process and goal in social workers practice. It is defined in her book, Black Empowerment "as a process whereby the social worker engages in a set of activities with the client and client system that aim to reduce the powerlessness that has been created by negative valuations based on membership in a stigmatized group."



Advocacy activities are directed towards the realignment of power to effect change and achieve freedom from oppression--whatever the nature or source of that oppression. The School stresses that individuals and groups must be assisted to change the structure of systems and organizations that adversely affect their lives and inhibit their ability to achieve liberation. It is through the processes of empowerment and advocacy that transformation is achieved.

We have determined that we must go beyond the limits of our current realities in foresight and planning. It is the intention of this School to educate social activists to be social workers prepared to create a better future. We must educate people to be social activists, i.e., persons who "know and act" in contrast to being "acted upon."

NOTE: The School of Social Work does not grant academic credit for life or work experiences in lieu of Social Work courses or field content.

C. MISSION and GOALS

The mission of SUNO-SSW is to prepare competent and effective social workers committed to address strengths and challenges of a diverse client population in a changing and evolving global community. Quality educational experiences, undergirded by the Schools themes of advocacy, empowerment and transformation, prepare baccalaureate students for agency based generalist practice and master students for agency based advanced social work practice. Such practice is further guided by the School's dedication to critical practice knowledge and skills and the essential values of the profession: service, social and economic justice, the dignity and worth of the individual, and the importance of human relationships.

Teaching

1. To use learning approaches that prepare students to integrate the values, ethics, knowledge, and skill base of the social work profession with systems of all sizes and with respect for all people aimed toward social change and promotion of social and economic justice.



2. To anchor social work knowledge in our program's themes of advocacy, empowerment and transformation.

Service

1. To provide leadership to the university, the community, and the profession.
2. To serve the local, national and international areas by preparing students to fill the dynamic social welfare resource needs for generalist and advanced practitioners.
3. To foster the commitment of students and faculty to active involvement in improving the quality of life in the community in which they live.

Scholarship

1. To effectively assist the process of professional development among faculty and students.
2. To contribute to the knowledge base of the strengths of diverse client populations.

Vision Statement:

The vision is to provide an environment conducive to learning and growth by preparing the student to demonstrate interest in and commitment to resolving local, national and global social community issues and problems.

The vision embraces the mission and goals of Southern University at New Orleans with such practice guided by: the commitment of the School of Social Work toward the elimination of all forms of human oppression; and the mobilization for change (at the individual, group, family, organization, and community levels) and for the equitable distribution of social resources and opportunities.



Key Constructs

Social work education at both MSW and BSW levels is built upon the constructs of a liberal arts perspective and includes the professional foundation competencies. The BSW program has a generalist focus, whereas the MSW program requires, in addition to generalist foundation education, that students select an area specialization and practice method. In the master's program, the content relating to the professional foundation is directed toward preparing the student for advanced practice. Students who graduate from the MSW program learn advanced analytic skills and practice in selected specialized areas of intervention modes with respect to the chosen practice specialization. Additionally, graduates are grounded in skills sufficient for self-critical, accountable, and ultimately autonomous practice.

MSW PROGRAM MISSION and GOALS

The mission of the MSW program at SUNO-SSW is to prepare competent effective social work students in specialization areas and practice methods guided by a person-in-environment framework to address needs of diverse client systems ranging from individuals to communities in the global community. Teaching skills in accordance with CSWE competencies enhanced by the educational dimensions support students respect of diverse client systems. Striving to promote the wellbeing, dignity and worth of all individuals and groups, the program's goal is to prepare students to address improving the social wellbeing and issues affecting oppressed and marginalized client systems in areas of social, economic, educational, health/mental health and environmental justice. Promotion of ethical values such as the importance of positive human relationships and human rights aims to support student's preparation to provide service through a multi-cultural perspective. Teaching grounded in liberal arts, theories and Research Informed evidenced-based practice provide competent quality educational experiences undergirded by the Schools themes of advocacy, empowerment and transformation. This method of preparation supports student engagement in practice that seeks to promote economic justice through efforts to eliminate poverty and disparities while enhancing the quality of life for all persons.

In effort to actualize the mission goal, the MSW program identifies three goal domain areas: teaching, service, and scholarship. Students are prepared using current technology and have access through selective distance learning (online) courses that support student educational experience.

III. APPLICATION and ADMISSIONS PROCESSES



MSW Admissions Criteria

1. An earned bachelor's degree from an accredited college or university. The degree must be awarded prior to semester of enrollment.
2. Nine (9) hours of liberal arts courses: e.g. Introduction to Psychology, Introduction to Sociology and an Introduction to Biology or General Biology. All core courses prerequisites must be completed with a "C" Grade or better.
3. For consideration applicant must have an overall minimum undergraduate Grade Point Average of 2.5 on a 4.0 scale.
4. Evidence of writing skills comparable with a graduate level student- Personal Interest Statement 1) Significant Relationships: 2) Cultural, racial/ethnic, religious or other characteristics of diversity experiences with others different from your own: 3) Personal Strengths; 4) Professional Readiness: 5) Professional Goals: 6) Ethical Considerations: 7) Field Preparation/Expectations
5. Have three letters of recommendations (references) from Educators, Social Workers, Employers, or others familiar with your skill level and interest in Social Work.
6. Written evidence of a congruent commitment to the social work profession's values and ethics and themes of the School of Social Work.

Admissions Interview Process

There are situations that arise with applicants during the admissions committee review process, particularly with those who are coming from non-traditional undergraduate school settings and disciplines other than social work or social sciences, which warrants an admissions committee interview. A few of examples of such situations include students who completed undergraduate education outside the U.S., applicants who have not fully or clearly responded to key areas of the LoI, and applicants who were incarcerated. Applicant interviews are to screen for specific social work knowledge, practice areas, taboo issues, and to discuss the program, related time demands and licensure matters.

If reviewers indicate interview required or are undecided, the admissions director will schedule the student to come in for an interview with the admissions committee. Upon completion of the interview, the committee will provide comments and a recommendation for acceptance disposition. The admission director will make the student aware of the decision and any next action steps will be indicated.



Delayed Entry:

Students admitted into the program who for cannot attend in the semester for which she/he was accepted the student may request a delayed entry. Due to extenuating circumstances, which are approved by the director and the dean. Students can request a delay, in writing, for a one year period only.

Orientation:

All students accepted into the School of Social Work must attend the orientation session or make arrangements with the admissions coordinator for orientation information. Orientations are held two to three weeks prior to the start of the Fall Semester. These sessions offer critical information to students that is meant to help students matriculate without problems and or confusion. The Admissions coordinator provides dates and times to students in advance of the sessions.

IV. STUDENT ADVISEMENT

All full-time faculty of the School of Social Work are required to participate in student advisement. The staff under direction of Dean has the responsibility for establishing and maintaining the advisory system. Advisors are automatically assigned advisees based on the alphabet of the student's last name. Student's advisors are listed in the university's Banner system for ease of access and contact between student and advisor. Students can change advisors by notifying the SSW administrative staff of their new advisor. Advisors are responsible for acquainting the students with such matters as curriculum matriculation, requirements for graduation, academic progress and retention, grievances, and other School of Social Work student related matters.

University policy requires all full-time faculty to maintain eight (8) office hours each week as part of their faculty workload. These hours are typically posted outside the faculty office indicating when the faculty member is available for advisement and consultation with students. Students may call or email appointment request to faculty, via their SUNO email and office phones, if time outside of scheduled office hours are needed. Students enrolled in the part-time programs, who attend evening classes, will be assured the same advisement opportunity as all other students. Faculty advisors are required to maintain some evening office hours for students attending evening classes to assure advisement accessibility.



A. Responsibilities of Faculty Advisors

Faculty advisors have the responsibility for (1) assisting the student to define and develop realistic educational goals; (2) identifying special needs; (3) planning an educational program of required and elective course selection consistent with the student's selected concentration; (4) determining, with the students, their individual aptitude and motivation to pursue a career in social work; (5) monitoring student academic progress toward educational/career goals at mid-semester and at the end of each semester; and (6) discussing linkages between academic preparation and professional social work practice.

Advisors may refer students to other social work faculty or other faculty at SUNO for supplementary advising. This may include chairpersons of the specializations, the director of field instruction, or others.

B. Student responsibilities:

New students must meet with her/his advisor within the first two (2) weeks of their first semester and again prior to the end of the semester. All students are responsible to meet with their advisors, at least, once during each semester of attendance to review matriculation and any other academic related matters.

Other reasons to meet with advisors, include:

- a) When students dispute academic progress matters and or seek to file a grievance against a faculty member, the students are responsible to meet with the faculty involved in the issue in attempt to resolve the matter. If not resolved, then the student must provide written description of grade disputes and or of faculty grievances along with supporting documentation to her/his advisor.
- b) Students must meet with advisors whenever she/he seeks to alter taking courses outside of the order provided by the curriculum guidance form.
- c) Students must meet with the advisor whenever there are changes that affect field placements, class attendance and continued matriculation in the program.
- d) Students should meet with advisors to obtain professional advice and guidance toward professional practice

C. Duties of Faculty Advisors

Faculty office hours will be posted in the student lounge and on each faculty office door. Faculty



are required to be available for eight hours per week via office hours. Students are encouraged to call or email faculty to schedule meetings ahead of time, when possible or to come to faculty offices during the scheduled hours. *Note: Faculty sometimes are attending to other School of Social Work or university services, committee meetings, and or activities during office hours.*

Faculty advisors should meet with students (1) during pre-registration/registration; (2) prior to any change in class; (3) prior to a change in the elected specialization; (4) prior to a change in chosen curriculum plan; and (5) following any report or notification, by the Academic Progress and Retention Committee, of unsatisfactory class/field performance or class attendance and inappropriate/harmful/or unprofessional behavior.

Advisors schedule at least one group conference with all advisees once an academic year to provide general program information and gather and addresses feedback from students concerning their matriculation.. Faculty gives mature professional advice and respect confidential personal information, in accordance with professional, university, state and federal standards, which may come to their attention as advisors. If during advisement, it appears that personal counseling is needed, the faculty advisor may discuss and refer the student to the appropriate counseling resources.

Faculty advisors are not held responsible for any action taken by the student contrary to the recommendation of the advisor.

D. Student Duties:

1. As students matriculating in a professional degree program, the School of Social Work holds its' MSW students to certain professional responsibilities as related to matriculation:
2. Students must meet with and or contact her/his advisor within the first two (2) weeks of entering the program
3. Students must meet with and or contact her/his advisor, at least, once per semester
4. Prior to making any changes with curriculum, students must meet with advisor
5. If the student receives a "C" or "F" grade, she/he must meet with the advisor for an academic plan
6. Students who receive notification from the School of Social Work that she/he has been placed on probation, suspension, or have been expelled must meet with the advisor
7. Students who wish to file a grievance or appeal must initiate the process in writing to the advisor and program director



V. Curriculum Structure

SUNO's School of Social Work's curriculum is a structured curriculum. This means that social work courses are already identified for the MSW program and must be taken during the prescribed semester indicated on the curriculum guide. **NOTE: Not following the respective curriculum plans may result in not graduating on time.**

The courses in the curriculum plan are sequentially arranged. Students must successfully complete Part one before enrolling in Part two of a course. Students cannot enroll in Part 2 if they failed Part 1 of a course, including Field Courses. This sequencing also means that most courses are offered only in designated semesters. Courses are only offered as scheduled per semester. Although there are full-time and part-time curriculum, students are not allowed to switch from part-time to full-time, at any time, as this leads to matriculation problems. Students are not allowed to switch from full-time to part-time without first meeting with her/his advisor and provide support documentation, including an education plan signed by the advisor. In addition, students must meet with their advisors before switching or taking courses in another specialization track. Requests for changes must be in writing and changes agreed upon between advisor and student are documented. The advisor forwards the request and support documentation to director and dean for approval or denial of the change. Please refer to Masters of Social Work-Grading System in this Handbook for further discussion on curriculum requirements.

The School of Social Work reserves the right to alter the curriculum based on approval of faculty, curriculum committee, and academic affairs.

MASTER OF SOCIAL WORK PROGRAM



In 2008 CSWE adopted a competency-based education framework for its Educational Policy and Accreditation Standards (EPAS). The policy moved from a model of curriculum design focused on content (what students should be taught) and structure (the format and organization of educational components) to one focused on student learning outcomes. A competency-based approach refers to identifying and assessing what students demonstrate in practice. In social work this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy.

Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being. EPAS recognizes a holistic view of competence; that is, the demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations (CSWE-EPAS, 2015).

With the competence information as a backdrop, the school of social work has developed an educational program that embodies the competency-based education framework. The following are the CSWE identified competencies:

Council on Social Work Education (CSWE) 2015 EPAS COMPETENCIES:

Upon completion, students will be able to:

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic and Environmental Justice
4. Engage in Practice informed Research and Research Informed Practice
5. Engage in Policy Practice
6. Engage in Individuals, Families, Groups, Organizations and Communities
7. Assess Individuals, Families, Groups, Organizations and Communities
8. Intervene with Individuals, families, Groups, Organizations and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and **Communities**

Specialization Competencies: (CSWE Requires programs to have two additional competencies for each specialization area)

CYF: 1) Empowerment



H/MH: 1) Empowerment

A. Plans of study

The graduate program offers three basic plans of study: advanced standing, full time, part time. Note: The School of Social Work does not grant academic credit for life or work experiences in lieu of Social Work courses or field content. (See appendix 2)

Advanced Standing

Applicants seeking advanced standing status must have received a Bachelor of Social Work Degree within the last six years prior to the completion of the application packet. This degree must be from a university/college with an undergraduate social work program that is accredited by the Council on Social Work Education.

Applicants considered for this course of study, in addition to meeting the general requirements for admission, must have achieved a minimum GPA of 3.0 ("B") and cannot have earned any "C" grades in core social work courses. Students in the advanced program who earn a "C" grade are required to meet with her/his advisor to develop an academic plan. Students earning a "C" grade during the final spring semester will not be allowed to graduate until the course is repeated and a higher grade is earned. Students earning two "C" grades during a semester will be removed from the advanced standing program and will have to select either the regular full or part-time curriculum. Students earning a "C" grade in core specialization courses will be required to select either the part-time or regular full time program to continue matriculation. Students in the advanced program who earn a "C" in an elective (non-core courses) is placed on probation and cannot earn a "C" in the following (Spring) semester, as they will not be approved for graduation by the School of Social Work.

Students who earn an "F" grade will be suspended from the program and the "F" grade must be repeated with a higher grade prior to graduation. Hence, an "F" potentially can delay graduation by up to one year, as courses are only offered once per year in accordance with the curriculum scheduled semester. Note: An "F" in field results in expulsion from the program. The advanced standing curriculum is structured to allow students, with social work undergraduate degrees and who have no "C" grades, to complete their course work and field practicum requirements in three semesters.

Full-Time

The full time plan of study can be completed in two years. It consists of a planned, structured



curriculum over four semesters, beginning in the fall of an academic year. Students enrolling in this plan must register for the full complement of courses per semester, which equals twelve (12) to fifteen (15) credit hours of course work and must be able to complete a minimum of sixteen (16) hours of field practicum per semester.

Part-Time

Students accepted into this course of study are required to follow a curriculum which offers a minimum of six to nine (6-9) credit hours during the semesters. The part-time program begins in the fall of each academic year and includes required summer courses during the first and second year. The field practicum includes an average of sixteen (16) hours per week, which starts the fall of the second year through the spring of the third year. Part-time plan is a 6 regular semesters (three fall and three spring) plus two (2) summer sessions. Students must complete Part-time Program in three (3) academic years.

Transfer Students

Applicants transferring from other universities must meet the general requirements for admission. Students with prior graduate education in the field of social work from an accredited program are allowed to request a transfer of credits, not to exceed twelve (12) course hours. All students must earn a minimum of thirty (30) hours of course credit in the SUNO graduate program in order for the University to grant them a master of social work degree. Courses requested for transfer must have been taken within five (5) years prior to the application for enrollment. Only courses with an earned grade of "B" or better in Master's level social work courses will be considered.

Students who have taken field course may only transfer credits if the following conditions are met: 1.) The field placement hours were acquired while attending an accredited school of social work, 2.) the placement was in a field site that engages in services or activities directly related to the specialization track in which the student registers for within SUNO-SSW, 3.) The field placement hours per semester must be a minimum of 225 hours in addition to a field seminar course for a combined total of, at least, 3 credit hours.

Out-of-state and International transfer students must meet the requirements set forth by the university and the School of Graduate Studies.

Returning Students:



Students who for non-academic who have electively been out of the program for a period of one year must reapply to the program before continuing any registration processes. Students who return are allowed to return on the matriculation plan prior to being out of the program (e.g. Full-time/part-time) and as a readmit, the student will matriculate under the current academic curriculum plan. (Note Students who were suspended or expelled return under the academic curriculum plan that they were on prior to being out of the program.)

Returning students who decide to return as a part-time student must meet with their advisors to have the courses of the second year adjusted, by moving advanced year courses so that students only have course work during the second year and the third year results in students taking field three and four with one other course each semester.

Late Admits:

Students who are admitted or re-admitted within three weeks of registration and who are seeking full-time program enrollment are not guaranteed full-time reentry. Most field sites have been taken by students who register early and often there are only a few placement slots and agency times that are available. Students should meet with the Field Director to find out about available field placement during times that the student has available and or if the student can fit into one of the agency slots available. If either of these cannot be accomplished then it would be better to enroll into the part-time program. The result of not taking field during the first year as a full time student effectively delays graduation by a year, which is the equivalent time of the part-time program.

B. Curriculum

Social Work education at the master level is built on a solid liberal arts base (see MSW applicant form in the Appendix). It includes professional foundation courses, and advanced practice specialization courses. There are two specializations, Children-Youth-Families (CYF), and Health/Mental Health (H/MH) along with two practice methods in areas of direct service (DS) and administration, planning, and organization (APO). Students select their specialization by the end of the foundation (first) year. In the master's program, the content relating to the professional foundation is directed toward preparing the student for advanced specializations. The courses in the curriculum plan are sequentially arranged. This means that there are pre-requisite courses, which must be completed before enrolling in a particular course. This sequencing also means that most courses are



offered only in designated semesters. Refer to Section IV in the Handbook and the curriculum guide (appendix 2).

Course content aligns the CSWE defined generalist practice competencies and behaviors with prescribed educational dimensions of knowledge, values, skills, cognitive and affective processes. In addition, there exist a synergy between course content, assignments, and field practicum activities. Information learned in the classroom is expected to be evident in field practice and issues arising in field are expected to be addressed in the classroom to aid student understanding of theory, intervention, policy, administration, ethics, diversity and evidenced-based research best practice application in real world circumstances.

D. THE FIELD PRACTICUM (Signature Pedagogy)

Field is the signature pedagogy of professional development in Social Work.

MSW student in the full-time, and part-time programs have four (4) field practicum and seminars courses. Students in advanced standing tract have two (2) practicum/seminar courses associated with the specialization advanced practice year two. Fields one and two are considered foundation while fields three and four are specialization advanced practice courses. The practicum may be completed in traditional social work agencies or innovative nontraditional settings. Students are required to attend the field fair to familiarize themselves with agencies and entities with field placement availabilities. The fair is typically scheduled in the Spring semesters as students are preparing to transition from field two to field three when students must enter a different field site from the foundation fields courses. Students seeking a change of sites also attend the fair. Actual placement is coordinated by the field director and liaison, who provide placement options to students according to their chosen specialization and method of practice.

The field practicum experience provides for the integration of classroom learning with practical experience. It reinforces the mission, goals and objectives of the University and the School of Social Work. Students in the practicum are exposed to a progression of learning experiences, from the basic to the more complex, allowing for differences within the individual student as well as his/her learning style and practice readiness. For the field practicum to provide the essential process of integration, on-going exchange between the field practicum settings and the faculty must take place. This experience enhances the relationship between the School and the field agency supervisors and other agency staff. The mutual exchange allows the field agency supervisors to learn about the School's curriculum and for the faculty to learn about the field



agency.

It is essential for professional development that students demonstrate the knowledge, values, skills and cognitive/affective processes of social work practice in the context of a field setting. The range of the practicum experience is intended to provide a comprehensive experience which allows for the integration of material presented in the classroom inclusive of the total curriculum. This may include content in the field of practicum problem areas as well as in intervention strategies and practice models available within the field practicum agencies.

During the first year, students' experiences are generalist-focused and include opportunities to work with individuals, families, groups, organization and community. During the advanced year, students' field experiences are assigned based on their area of specialization and method of practice.

Field faculty is responsible for facilitating a weekly seminar. The seminar for first year students is focused on assisting the students to integrate classroom content from Human Behavior in the Social Environment, Direct Service and APO courses with their developing core social work skills which provide a generic practice foundation with an ecological and systems perspective. Emphasis is placed on assessment and planning and the application of practice models. The seminar reinforces the integration of the content presented within the classroom.

Advanced practice seminars focus on issues in the particular field of practice. Currently there are two such seminars: Health/Mental Health (H/MH), Children, Youth and Families (CYF). Each seminar assists the student to integrate content from field of practice courses as well as other required courses. During the advanced year, agency selection must represent the students' concentration area. In addition, the students' field experience should generate a spirit of inquiry within the field agency and should provide the student with the opportunity to conduct his/her required research project. The advanced year seminar and field practicum build on the generic practice foundation to assist the student to develop more advanced assessment skills which aid her/him to identify, analyze, synthesize, understand, explore and implement intervention strategies within their chosen field of practice and practice role in an increasingly effective manner. The field faculty assists the students with the integration of more advanced assessment and intervention skills. If necessary, students may be assigned practice experiences in more than one field agency to ensure exposure to appropriate experiences supportive of their chosen concentration. The overall goal of the practicum is to help the student integrate and assess and evaluate her/his theoretical knowledge, skills, values, cognitive/affective processes and to acquire a disciplined practice foundation in



the profession.

Students must register for both Seminar and Practicum the same semester, and each seminar and practicum should be the same section. Note: *Students cannot advance without successfully passing field courses.*

Failing a field may be cause for dismissal (refer to field evaluation 3.1.2 below)

REFER to the Field Education Essentials – section XVII of this Manual and for further details and program specifics, refer to the Field Education Manual

FIELD PLACEMENT PROCESS

a) *Criteria for Entering MSW Field Program*

Field Education is an inclusive part of the MSW Program. Criteria for admission to field program is acceptance in the School of Work. All students admitted to Southern University School of Social Work are required to participate in the field practicum and are also required to attend a weekly Field Seminar for each year in attendance. Full time students participate in the Field Practicum concurrently with course work for each of the four regular semesters prior to graduation. Students enrolled in the part time program have a planned delay in entering the field. These students, having been admitted to the School of Social Work the preceding fall, enroll in Field Practicum I in the Fall semester of their second year. By the time students complete Field Practicum I, all first semester courses will have been taken. The same holds true for the Field Practicum II and all second semester course work.

Procedural Steps:

1. Students must apply for the Field Practicum during the Spring Semester prior to beginning the practicum in the Fall semester. New students complete the application, meet the field team and are assigned potential placement sites, which the students schedule interviews and find a match for placement. Field faculty will discuss Field education during seminar classes and the field director and liaison will visit other classes to familiarize students with the application process.
2. Students must submit application with resume and a transcript before February 15th reflecting prerequisites taken.
3. All applications must be reviewed and signed by the student's faculty advisor prior to submission to designated Field Faculty Instructor.
4. Students will be notified by April 1st to pre-register for Field Education, contingent upon



successful completion of Spring Semester. Students will be notified of final approval for Field by July 15th.

Thereafter, students will be assigned to Field Placement sites on or before August 1st. Full time students entering the program late will have placement within three weeks of acceptance into the MSW program.

b) Selection and Requirements for Field Placement Agencies and Field Supervisors

Agencies selected as field settings are expected and required to provide the broad-based practice experiences necessary for optimum student learning. These agencies are selected by the School based on their support of the educational objectives of the field experience and their willingness and preparedness to provide the time and instruction necessary to achieve the student's field experience objectives. Negotiations for the development of field practice placements in an agency may be initiated by either the agency or the school. Information regarding the agency's program and the schools are exchanged.

The school will provide the agency with a field placement manual, school calendar description of courses and an overview of the field requirements. The agency will provide the school with a description of service programs and service delivery methods. The agency will identify persons willing to serve as field supervisors. The school will be given the names, educational background and work experience of the staff selected to provide supervision.

When a decision is reached by the agency and the school, an affiliation agreement is signed by the designated agency staff, the school's Dean and the Director of Field Placement. The affiliation agreement delineates the specific responsibilities of the school, agency and student assigned to the field placement.

Selection of Field Agency Instructors

Individuals selected as field agency instructors are professional social workers who hold a CSWE accredited MSW degree with a minimum of two years of post-graduate work experience. Field agency instructors must express and demonstrate a willingness to render supervision, to provide on-going instruction and training, and to structure the learning situation so that students are provided with opportunities to utilize skills and practice models taught in their courses.

On occasion, an agency may be utilized as a field site although it may not have a professional social worker among its personnel. Such an agency, of course, must have been found to demonstrate support for the school's mission and themes. In this instance, the provisions can be and have been made to contract



with qualified individuals who have the professional training to function as agency field supervisors.

FIELD TIME REQUIREMENT

Students are not expected to be at their agency during the final exam week.

If a field agency has a holiday on a day the student is expected to be at the agency, the student is not required to report nor does he/she need to make up the time.

Student will be given field credit for attending any workshops or conferences that are related to the social work profession. Student must notify the field supervisor at least two weeks in advance of their planned absence from field.

Students are expected to continue participation at the field agency during the Spring break. No student shall be allowed to report to field sites between semesters or at any time students are not officially enrolled in field practicum with the University.

If a student is absent from the agency for sick or personal emergency, he/she must work out a plan with the agency supervisor to make up the missed time.

Students are expected to report to the field agency on time as scheduled. If a student is going to be late, a courtesy call to the field supervisor is expected, attendance is important. Excessive absence and tardiness as determined by the field supervisor may negatively impact the student's grade.

Students must maintain a time sheet reflecting the hours earned at the field agency. The time sheets must be signed by the field supervisor weekly.

Student must complete a minimum of **225 hours each semester** during Field Practicum I and II. Students are not expected to be at their field agency during the final exam week each semester. If a field agency has a holiday on a day in which the student is expected to be at the field agency, the student is not required to report nor does he/she need to make up the time.

Time missed for personal illness or personal emergency must be made up. Students are required to make a plan with their field supervisor to make up the missed time upon their return to the field agency following their absence.

Students will be required to submit time sheets to their Field Seminar Faculty. Time sheets must be signed by your Agency Field Supervisor. The Field Seminar Faculty will inform the students of the due dates.

SUPERVISION

Students will be assigned to a field agency and will have an assigned field supervisor who will be



responsible for providing one hour per week individual supervision. The standards written by the Council on Social Work

Education (CSWE) require the supervisor hold a CSWE accredited Bachelor of Social Work (BSW) degree or Master Social Work (MSW) degree with a minimum of two years post graduate experience

USING THE EMPLOYMENT AS A FIELD PLACEMENT

Field Placement at your place of employment cannot occur unless approved by the Director of Field Education.

For students already working full time in a social service program, arrangements can be made to complete one academic year of field requirement at the employing agency. These arrangements must be approved by the Director of Field Education on a case-by-case basis. Approval is conditional based upon the following:

- a) practicum experiences must be qualitatively distinct from those in student's paid employment, and
- b) supervision and instruction must be provided by an individual who is not the student's assigned supervisor and who meets the other requirements for a field agency supervisor.

Refer to the Field Education Manual for more detailed information.

EVALUATION

The assigned field seminar instructor will be responsible for working with the students, field supervisor and field agency. He/she will conduct weekly field seminars and will be responsible for assigning final grades for the field practicum experience. The field supervisor will indicate a recommended grade on the Field Evaluation. The field seminar instructor will utilize the field supervisors recommended grade along with the seminar grade to determine the final **field** grade. Because the field courses test the student's ability to apply knowledge and skill to actual client situations and aims to enhance his/her professional development, the field course grade is of special significance. A grade of "C" in the last semester will not permit a student to graduate. A grade of "C" in practicum or instruction must be repeated before going to the next field course. A "C" grade in field is treated as an "F" grade in that the course must be repeated with an earned grade of "B" or better. If a second "C" in field is earned the student will be expelled from the program. A grade of "F" will not allow a student to continue in the MSW program. A grade of "F" in seminar or practicum cannot be repeated. The student is immediately expelled from the program (see also the Graduate Studies Section of the Catalog). The student must file an appeal if she/he disagree with the



decision or wish the committee to consider circumstances. A grade of “I” in Field Courses (instruction/practicum, seminar) must be completed by the end of four (4) weeks into the next semester follow approval of the request. If the remaining hours are not completed within the four week time frame, the student must drop the field courses he/she is currently attending. *Note: I grades must be initiated by the student and the request for an “I” grade cannot replace a failing grade to the point of the request.*

The assigned field seminar instructor will be responsible for working with the students, field supervisor, and field agency. He/she will conduct weekly field seminars and will be responsible for assigning final grades for the field practicum experience. The field supervisor will indicate a recommended grade on the Field Evaluation. The field seminar instructor will utilize the field supervisors recommended grade along with the seminar grade to determine the final field grade.

The field practicum seminar is a required component of the field practicum program. Attendance is mandatory and expected. Students must **attend** both seminar and practicum the same semester.

Students are reminded to please review the Affiliation Agreement which delineates the School of Social Work, Agency and Student responsibilities in the field practicum experience.

VI. MSW Course Grading System

The following system of grading is employed at the graduate level:

A (90-100) = Excellent (4 quality points)

B (80-89) = Satisfactory (3 quality points)

C (70-79) = Minimal Passing (2 quality points)

F (69 and below) = Failing (0 quality points)

I = Incomplete

W = Withdrawal

FX = Student never attended class (calculated as an “F”)

**Letter grades are related to the university quality points used in GPA determination; A=4, B=3, C=2, F=0 quality points) NOTE: There are no “D” grades in the MSW program*

In addition:

- 1) A grade of "C" indicates a minimum passing quality of achievement in a graduate course



(see policy on Academic Probation). A grade of "F" indicates failing and unacceptable work that carries no graduate credit.

- 2) Students must receive a grade of "B" or better in all field courses. Students may not move to an advanced field level prior to completing all prerequisite field courses with a grade of "B" or better. An earned grade of "F" in field course can be grounds for dismissal from the program.
- 3) Student cannot enroll in Part II if received an F in part I.
- 4) A student cannot graduate with more than two "C's" as final grades in course work.
- 5) A student may repeat only one grade of "F" over the entire graduate enrollment period.
- 6) Students must achieve at least an overall GPA of 3.0 in order to matriculate from first to second year and to graduate from the program.
- 7) All first year courses must be completed before progressing to second-year status.

VII. ACADEMIC PROGRESS

Final semester grades of all students along with the departmental grade reports are submitted by instructors to the appropriate departmental support person, who compiles a listing of students with low and or unacceptable grades, which is then submitted to the appropriate program director. The director reviews and confirms the status of academic progress reported on the support persons list. Once it is confirmed that a student has an academic progress issues, a letter is sent to the student, advisor, retention counselor, director and dean notifying them of the progress issue(s). In cases where students have been placed on probation, the student in conjunction with her/his advisor will developed an academic plan to address the issue. For students whose academic performance/progress is unsatisfactory, their information is also sent to the Academic Progress and Retention Committee, where recommendations are made regarding suspension and or expulsion. The committee sends the recommendation to the program director for confirmation or rejection of the committee decision. The director forwards the committee report along with director's statement to the dean for final approval, who accepts or rejects the recommendation. When either the dean or director rejects the recommendations, that person will attach a rationale and policy supporting the disposition. The office support staff will send the final decision notification to the student, committee chair, advisor, director, and appropriate university units (registrar, comptroller, graduate admissions) informing



them of the students' status. Note: Students reserve the right to appeal the actions taken. (Refer to the appeals section – X.a of the handbook) The triggers for notifying advisors and others occur when a MSW student receives an "I", C, or F grade in a course or field practicum. The faculty advisor meets with the student in developing an educational plan to support the student's successful matriculation.

Students experiencing academic difficulty, problems related to the field practicum, or personal problems affecting matriculation must meet with their advisors and may be referred in writing by the faculty advisor to the Academic Progress and Retention Committee or the social work retention counselor. The written referral delineates the specific problem, concern, and proposes a resolution. The committee will review and conduct a hearing, when necessary, and make recommendation for action, which is then submitted to the Program Director for review and approval position of the recommendations. The Dean of the School of Social Work is responsible for final action (approval or rejection) in situations when the director has not provided a position or if there is a conflict with recommendations. Copies of the approved plan are given to the student and faculty advisor and another copy is placed in the student's file. Students who disagree with the recommended educational plan have a right to appeal according to the School's appeal and grievance policy and procedures.

Academic Probation

A graduate student with regular or part-time, status will be placed on probation if:

- 1) The student's entering undergraduate cumulative grade point average is below 2.5.
- 2) The student's cumulative grade point average falls below 3.0 at any point in MSW Program.

A student who receives a grade of "F" in a course will be suspended for one semester and must repeat the course upon return to the program. A student is allowed to receive and repeat only one "F" grade within his/her entire course of study for the MSW degree. Earning a second "F" leads to immediate expulsion, dismissal from the program. After repeating the course successfully, the higher grade will be counted toward graduation. A student cannot graduate with an "F" grade on his/her transcript. Due to course scheduling, this grade situation may lead to a one year period and delays expected graduation by one year.

Advanced standing students who earn a "C" during their matriculation will be placed on probation. A second "C" grade earned in core specialization courses requires the student to be removed from advanced standing and placed into one of the regular MSW matriculation programs. Advanced



students earning an “F” grade will be suspended, causing a delay in expected graduation date of up to a year.

After admission, removal of academic probation occurs if the cumulative GPA is brought to 3.0 in the semester following placement on probation for full time students and two semesters for part time students. Students who do not fulfill probationary conditions will be recommended to the Dean for dismissal from the graduate program.

F Academic Dismissal

Refer to VI, VII in the handbook for information on this topic. At the end of each semester (summer included), the social work grades of all MSW students are reviewed by the SSW Academic Progress/Retention committee. MSW students who receive I, C, F in social work courses and CGPA is below 3.0 are sent a letter with that information and requesting them to meet with their advisor.

MSW students can only be placed on academic probation one time. They must meet the requirements to remove themselves from probation status. They can be suspended or expelled when placed on probation a second time. MSW students with cumulative GPA less than 2.1 gpa will be expelled from the program. MSW students with 2 F(s) will be expelled from the program. The Academic Progress and Retention committee submits this information with its recommendation to the Program Director for recommendation position and moves it on to the Dean for review. The Dean makes the final decision and submits this to the SGS director.

VIII. CRITERIA AND PROCEDURES FOR ACADEMIC TERMINATION

A Semester grades and overall transcripts are reviewed by SGS, program staff and program director to check academic progress status of students.

Students found to have academic progress concerns are notified by the SSW program staff in writing of their status within two weeks after the semester ends, the reason for the action, and next step(s). A copy of this information is sent to the advisors of these students and to the program director admissions coordinator, retention counselor, and the chair of Academic



Progress-and Retention Committee.

- B. Students are notified if they are on probation/suspension/expulsion (MSW: less than 3.0gpa; and/or 3-”C’s” and or an “F” grade. Note: (2 “C’s” grades = probation); (1 “F” in courses = suspension and 2nd “F” or an “F” in field = expulsion); *(Note Also refer to the SGS Handbook)*
- C. Affected student transcripts along with SSW academic progress decision is forwarded to the director and dean of the SGS and to the Vice Chancellor of Academic Affairs within three weeks of the semester ending.
- D. Students must meet requirements to remove themselves from being on probation or suspension (one semester for Full Time MSW students; two semesters for Part Time MSW students); Students may appeal decisions by filing a formal request for an Academic Progress and Retention hearing upon receipt of notification and submitted to the advisor, program director and dean. *(Refer to Appeals Policy and procedures)*
- E. If students do not meet the criteria to remove themselves from being on probation and or suspension, students are expelled (terminated) from the program by the SSW and SGS. *An “F” grade leads to automatic suspension, two or more “F” grades in the MSW program leads to automatic expulsion; an “F” in Research/Capstone/Thesis or on the Comprehensive exam results in expulsion from the SSW and the university without possibility of return (Refer to the School of Graduate Studies Handbook).*

IX. CRITERIA AND PROCEDURES FOR NON-ACADEMIC TERMINATION

Students are bound by the NASW Code of Ethics as well as the SUNO Code of Conduct. Failure to comply with these two codes of conduct may justify sanctions against the student, including, but not limited to, suspension and or expulsion. The definition of the sanctions are: Disciplinary Expulsion - the student is prohibited from ever attending the Social Work program and Disciplinary Suspension - the student is prohibited from attending the Social Work program for the duration of the sanction. This sanction shall not



exceed a period of more than one academic year (including summer) following the effective date of suspension. The student must petition for re-enrollment, following the appeals policy and procedures.

The following behaviors result in dismissal from the program with sanctions of disciplinary suspension or disciplinary expulsion.

Violation of the NASW Code of Ethics

Professional misrepresentation

Violent behavior and/or threats of bodily harm

Exploitation of relationships with clients for personal gain

Unmanageable mental health issues (*For which accommodations have proven insufficient*)

Cheating

Plagiarism - The statement on plagiarism in the School of Social Work includes but is not limited to:

- A. Submitting a written assignment prepared for one class as original work for any other class without prior knowledge and permission of the instructor.
- B. Representing interactions of clients in written case materials that did not in fact happen or presenting any untrue statements in such materials.
- C. Submission of a written assignment that reflects either in whole or parts the thoughts or written expressions of someone other than the student. This includes verbatim writings from a textbook, journal, other published or unpublished work from an author and failure to give credit by an appropriate citation that accompanies the statement. This statement also applies to paraphrasing or summarizing the work of another author without giving credit to the source.

Students are given a statement to sign during orientation, which attests to their knowledge of plagiarism. Workshops are given by the library on plagiarism. Faculty utilizes this resource to educate students to this topic.

Through regular advisement, faculty advisors/classroom faculty/field faculty determines student aptitude, motivation and commitment as well as the student's physical and emotional ability to pursue a career in social work.

- A. If a faculty member feels that a student lacks appropriate commitment and motivation or



does not possess the physical and emotional stamina demanded by the profession, it is discussed with the student regarding his/her ability to pursue a professional social work career and documentation of the discussion is submitted to the student's advisor for follow-up.

- B. Students who repeatedly display behaviors that adversely affect class or field performance are counseled by the advisor or field director who also assesses the student's commitment to the values and ethics of the profession.
- C. Students who cannot accept these values are counseled in an attempt to encourage them to voluntarily withdraw from the social work program.
- D. If the faculty member is unable to assist the student resolve the conflict, a meeting is held with the student and the Academic Progress and Retention Committee for a formal resolution.
- E. The student is provided a written statement outlining the reasons he/she is being considered for dismissal with a copy of the statement provided to the Committee. A recommendation from the Committee is given to the Dean.
- F. The Dean writes a letter to the student and the Graduate Studies Dean for MSW students and the Vice-Chancellor of Academic Affairs for BSW students stating the recommended sanction and the reason for the sanction.

Students have the right to appeal their cases following the grievance procedures of the School of Social Work and the grievance procedures of the University. The Faculty's responsibility when reporting the above violations and when recommending appropriate sanctions include meeting with the student to discuss the violation and the possible sanctions; communicating in writing to the student identifying such violations and the related sanctions and reporting (in writing) the violations and the recommended sanction to the Dean or appropriate school authority.

X. Appeals and Grievance Procedures for Students



Appeals relate to grading concerns, while grievances relate to disagreements with faculty, mistreatment or unjust actions taken toward a student and other such non-academic concerns.

A. Appeals Process

Students who file for an academic progress and retention grade appeal must do so in writing first to the advisor, who will request all attachments supporting the appeal. The letter should provide information related to the nature of the grade dispute and rationale for request of grade change. The advisor will attempt to resolve the matter with the professor with two weeks of receipt. If unsuccessful, then the advisor will notify the program director, admissions coordinator, retention counselor and dean that a request is being made to the academic progress and retention committee for review and recommendation. The committee chair in collaboration with the admissions coordinator will schedule the hearing meeting and notify the student. The committee's recommendation is forwarded to the Program Director and the Dean for affirmation or rejection.

Grievance Guidelines

Students have the right to grieve according to the following guidelines.

1. When a student feels that his/her educational concerns have not been resolved through the advising process or conference with Instructor.
2. When a student identified what is believed by the student to be evidence of unwarranted biases, punishment, arbitrariness, capriciousness or incompetence on the part of a faculty member in any academic transaction when the perceived unfair treatment has not been resolved to the student's satisfaction through the conference with the Instructor.
3. When the student identifies what is believed by the student to be unwarranted acts or expressions of personal biases on the part of the faculty not necessarily related to educational concerns.
4. When the student feels that sanctions levied against him/her by faculty, staff or administration in the School of Social Work were not justified.

B. Steps in the Grievance Procedure are:

1. Direct discussion with the faculty member, staff or administrator who is the subject



- of the aggrieved action or statement.
2. Discussion of aggrieved action or statement with the assigned advisor.
 3. Complete and submit the School of Social Work grievance form to the School of Social Work Dean stating the details of the aggrieved action or statement.
 4. Should the School of Social Work Dean determine that the written grievance falls within the guidelines cited above, the following procedure shall occur

C. The Grievance Procedures

1. If the complaint falls within the areas defined as a grievance issue, the School of Social Work Dean shall refer the written grievance to the School of Social Work's Grievance Committee within five school days (Monday through Friday) of the Dean's receipt of such complaint.
 2. The School of Social Work Grievance Committee then arranges a date for a meeting with the student to hear the complaint. A written notice of the date, time and place of the meeting shall be sent to the student and the subject of the complaint. The student may have others, with specific knowledge of the situation, appear at the meeting in his or her behalf (e.g., SOS Officers, peers, or faculty).
 3. If the student fails to appear at the scheduled meeting, the complaint is dismissed.
 4. Otherwise, at the conclusion of the hearing, the Committee shall discuss and review evidence presented and submit a written report of its finding to the Dean.
 5. The Dean shall then inform the student, in writing, of the Committee's findings and the dean's disposition in response to the complaint.
1. The student may appeal to the Vice Chancellor of Student Affairs and/or Vice Chancellor of Academic Affairs of Southern University at New Orleans, if necessary. (*Refer to University Handbook*)

D. Time Table for Grievance Process:

1. Should the School of Social Work Dean determine that the written grievance submitted by the student does not fall within any of the instances cited above, within five work days a letter is sent to the student stating this finding.
2. The School of Social Work Grievance Committee shall meet within seven school days (Monday through Friday) after the Dean has notified the student that his or her complaint is



considered a grievance.

3. Upon receipt of a written statement from the Grievance Committee, the Dean shall notify the student in writing, within five school days (Monday through Friday) of the results of the Dean's review of the proceedings.
4. Students are encouraged to submit written grievances immediately after the incident. However, a student must submit the written grievance to the School of Social Work Dean by the end of the next semester following the semester in which the alleged act giving rise to the grievance occurred.

E. Composition of the School's Grievance Committee

The School of Social Work Grievance Committee will have five members. The Grievance committee shall consist of: three full-time faculty members and two graduate students. The chair, who is a faculty member does not vote unless there is an even split in the decision.

XI. Incomplete Grades

“I” grades are not arbitrarily given and should not be assumed that unfinished work will be granted an “I” grade. Students must initiate an incomplete grade request and must secure appropriate approval of the excuse from the instructor, department head and dean of the college in which the course is taken. If an excuse is not received prior to issuing a final grade, the instructor is to consider the delinquent work to be of failing quality and an “I” grade should not be given. A grade of “I” becomes a grade of “F” if not removed by the end of the first six weeks of the following semester, if the student is in residence; or within one year, if the student is not in residence. The grade of “I” shall not be calculated in the cumulative grade-point average for retention purposes. Graduating seniors are not permitted to receive “I” grades. The instructor must submit the proper “Incomplete Grade Report” form and file the form with the Office of the Registrar when the “I” grade is submitted for recording. Copies of the grade will be filed in the office of the faculty member’s department.

XII. Independent Study

Students seeking independent study must submit a written request to the dean explaining the reason



for the request. Students must complete and submit the request utilizing the appropriate independent study request form. Independent study is not provided due to a student wanting to get ahead in the required courses, have failed a course and wanting to retake it when the course is not offered, or when a student does not like the professor(s) teaching course sections.

Independent study can be requested for course substitution, when a course is no longer offered or there is another course with equal value to the selected specializations. In some cases, exceptions may be made for students who have employment conflicts, which existed prior to the scheduling of courses, for students in the final year of the program who are in need of an elective course, or who have been out of the program for a period of time and the course is no longer regularly taught as part of the curriculum. In special cases, consideration can be given to topics of special interest. In any case, the decision for an independent study course is left to the discretion of the dean.

XIII. Grade Changes

Grade changes occur when the faculty recognizes that a student grade has been inaccurately entered or calculated. The change may be brought to the attention of the faculty person by the student. In either case the change of grade form must be completed and submitted to the Vice Chancellor of Academic Affairs and to the registrar's office.

All students reserve the right to appeal a grade. If the student believes that the posted grade is in error due to calculation or experienced an inability to complete and or submit work timely due to means beyond the control of the student, such as online submission problems and failure to provide Title IX accommodations; or due to other extenuating circumstances, such as illness, accident with injury, death of immediate family member, or similar circumstances, then an appeal should be requested by the student. *(Note: Situations where a student believes that he or she has been treated unfairly, or that the professor did not provide clear instructions, grading procedures or was not available to discuss students concerns, then the student must file a grievance; refer to grievance policy)*

A student seeking to appeal a grade earned will submit a formal written letter of Appeal for Grade Change to the Academic Progress and Retention committee. (Refer to policy for Appeal)

XIV. Readmission

Readmission into the School of Social Work is not automatic for students who have been out of the program for more than 1 year (2 semesters full-time; 3 semesters part-time). Students must reapply and be accepted to reenter the program as though a new student. Students who have been out of the program for one to two semesters must submit a request to the School of Social Work for an academic progress and retention hearing to have an academic action plan developed.

Students must follow the university and School of Social Work admissions protocols for readmission.

Students must complete the Graduate Studies application submitting it to the School of Graduate Studies office and be accepted back into the university. In addition, students must complete and submit the School of Social Work application to the admissions coordinator for the School of Social Work and be accepted back into the program following an admissions committee review.

READMISSION PROCESS

1. Students who voluntarily withdraw from the graduate program in good standing (not on probation) and return no later than the following year to resume their study may re-enter under the same curriculum policy in force when they originally entered.
2. Students in good standing, who return more than one year later, must apply for readmission by submitting a new MSW application to Graduate Studies and a letter indicating interest in returning. The students are held to curriculum policies in force at the time of the latest application.
3. Students who voluntarily withdraw in good standing and seek re-admission following five (5) years of absence can be required to repeat previous coursework.
4. Students who voluntarily withdraw from the program not in good standing cannot return to the program.
5. Students who are expelled from the program cannot return to the program. These students are eligible to re-apply after a period of five years.

XV. STUDENT PARTICIPATION OPPORTUNITIES

A. Student Organization

Students of Social Work (SOS) is the primary student organization of the School of Social Work. SOS has two membership groups, which work both independent of each other and collaboratively with each other on some projects. The membership of one group is for BSW students and the other group is for MSW students. Each organization, graduate and

undergraduate, meets independently and is governed by the SOS Constitution (See Appendix). Decisions regarding overall organization are facilitated by an executive committee comprised of officers from the graduate and undergraduate chapters. One faculty sponsor coordinates activities of both organizations. Students are encouraged to become involved with the student organization and/or with the Student Government Association of SUNO. Students are encouraged to contact SOS officers and/or representatives as one of the informal grievance channels or for information/support.

Other organizations include Xi Phi chapter of Phi Alpha Honor Society, and Men of Social Work. School of Social Work faculty members serve as faculty advisors to each organization. The Xi Phi Chapter of Phi Alpha National Social Work Honor Society offers students who meet academic eligibility criteria an opportunity for membership in an organization recognizing their outstanding academic achievements in the School of Social Work. The Men of Social Work Association's mission places a special emphasis on community outreach to at-risk youth. The organizations are governed by constitutions and facilitated by officers elected from the general student body (see Appendix).

National Association of Black Social Workers (NABSW) chapter is involved with the interest of African American social, economic, environmental, community and justice issues. The chapter works in conjunction with the state and national offices of NABSW.

B. Student Participation in the Faculty Evaluation Process

Students participate directly in the faculty evaluation process through a student evaluation of faculty teaching effectiveness. The Office of Institutional Effectiveness sponsors the student course evaluations, requesting students to complete and return the evaluation confidentially. The results are later forwarded to the faculty person and to the Dean. This evaluation is completed by the students at the end of each school semester. Students evaluate both classroom teaching and field instruction.

Students also, have the opportunity to submit directly to the program director and or to the dean any qualitative assessment and or observation of faculty classroom management, assignments, and interactions with students.

C. Student Participation on School Committees

At the beginning of each school year students are requested and solicited to serve on the various School of Social Work committees. The program requires a student to be on each of the academic committees and on several ad-hoc committees. The participating students are expected to attend and contribute ideas and suggestions from the student body on the issues discussed in these committees as well as bring information back to the student body. Students are represented on the following standing committees: Children, Youth and Families, Health/Mental Health, Curriculum Committee, MSW Program Committee, Academic Progress and Retention Committee, Direct Services, APO, Field, Research, Policy, HBSE, Recruitment, Public Relations.

D. Student Financial Assistance

Based on federal grants, stipends in the two fields of practice areas may be available for both graduate and undergraduate students. When available, students must be enrolled on a full-time bases (12 hours undergraduate, 9 hours graduate). There may be paid field placements for part time students. Financial need and academic standing are two of the criteria considered in awarding all financial assistance. The Financial Aid Office at SUNO also provides assistance to graduate and undergraduate students, such as college work study and Guaranteed Student Loans (awarded through your designated bank). A student's field placement may serve as work study site. Inquiries regarding availability of assistance and application procedures should be made directly to SUNO-Financial Aid Office Emmett Bashful Administration Building, phone 286-5263.

E. Support Services

Several campus support facilities are available to all social work majors. These include:

1. Writing Assistance (Writing Lab) – The Writing lab assist student needing help with basic and professional writing skills. Students may go to the lab on their on or may be suggested or required by a professor, advisor, and or the academic progress and retention committee.
2. Computer Laboratories – The School of Social Work has computer lab located on the first floor and there is a lab in the modular building adjacent to the Millie M. Charles School of Social Work Building. These labs as well computers in the library and other labs on campus are available for student use.

3. Financial Aid – Located on the first floor of the Emmett Bashful Administration Building, the financial aid can assist with identifying and or locating funding loan and grant sources
4. Library – The library includes various resources for students, among them are: social work and social science journals, APA guidance and assistance, print and media resources
5. Retention Counseling - Within the School of Social Work there is a university retention counselor who assist students who have earned unsatisfactory grades, been placed on probation or suspension, or are experiencing life circumstances that negatively impact matriculation.
6. School of Social Work – The school of social work provide grant program stipends, when grants allowing such support are available (Refer to Opportunities section). Also, advisors and faculty in general serve as supports to students seeking self-interest professional knowledge and guidance of career paths that they are thinking about pursuing.
7. Safety – Safety of students, faculty, staff, visitors and administrators is a primary concern of the University. Students are encouraged to report to the campus police any potentially situations and experiences or any incidents which may cause or have caused harm to another person. This includes, property damage, theft, sexual assault, rape, stalking, firearms, knowledge of threats to self or others, fights, and etc.
8. Disabled Student Organization (DSO) – Students with disabilities should register with DSO to get information to assist with their matriculation here at SUNO. Students must provide faculty with the signed form, within the 1st two weeks of class, from DSO of the disability and any special accommodations required for classrooms and for online classes, such as oversized chairs or more time allotment for tests/assignments. (Refer to University Catalog for more information)

XVI. Student Safety

Student safety on Campus is a high priority for every member of the university community. The School of Social Work take this matter seriously and aims to protect students, staff, and faculty from harm. Students are encouraged to report to the campus police, faculty, staff, and or administrator any potentially or active situations and experiences or any incidents which may cause or have caused harm to another

person. This includes, property damage, theft, sexual assault, rape, stalking, firearms/weapons, knowledge of threats to self or others, fights, and etc.

In case of fire or other need to evacuate the building, faculty should lead students out of the classrooms and hallways to the nearest available exit at either end of the building and through the exit at the center of the hallway on the first floor. There are fire extinguishers located on each floor and emergency call boxes to notify campus police of the situation.

In case of a campus emergency:

- **Campus Police**, the University’s first responders, is notified by dialing **504-286-5290 or 911**.
- There are “blue light” terminals located at strategic points across campus. These terminals can summon Campus Police immediately. The “blue light” locations are displayed on the campus map inside “SUNO Mobile,” the new mobile app is available in the App Store.
- The SUNO Alert System will send critical information via text, e-mail or phone to students, faculty and staff in case of an emergency. Please take the time to sign up or update your contact information by sending an e-mail from your SUNO account to service@suno.edu. In your e-mail, please include your personal e-mail address and cell phone numbers.
- The University also has the capability to call every desk phone on campus in the event of an emergency to provide precise instructions.
- In addition, Campus Police is available to escorts students, faculty or staff to their cars after dark. Please call 504-286-5290 to request an escort.

To prevent panic and better prepare yourself in the event of an active shooter incident within your immediate vicinity/building, watch the video below and remember these three words: RUN. HIDE. FIGHT. The SUNO Police Department would like to thank the Department of Homeland Security for producing the video and allowing us to make it accessible to the SUNO Community. The video also is playing on a continuous feed in the University Center. We encourage everyone to stop by watch it.

ACTIVE SHOOTER PREPAREDNESS VIDEO

This is an educational video containing/depicting implied violence. Viewer discretion is advised.

[RUN. HIDE. FIGHT. Surviving an Active Shooter Event Video](#) (SUNO Police Department)

XVII. ESSENTIAL FIELD EDUCATION POLICIES IN BRIEF



Founder - Dean Millie M. Charles

INTRODUCTION

To Social Work Student, Field Faculty and Field Supervisor:

Welcome to the Field Education Manual of the Social Work Program at Southern University at New Orleans. The field education process involves the active collaboration of three parties, the students preparing for and doing internship or field experience, the field faculty from the social work department who teach and monitor the students' progress during placement, and field supervisors who provide supervision to students at the agency. The goal is to provide a positive and educational experience for everyone involved.

Field Practicum is a critical component of Southern University at New Orleans' school of Social Work University School of Social Work's BSW and MSW programs. The Council on Social Work Education emphasizes that fieldwork is the "signature pedagogy" of social work education:

Field Education Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that 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.

Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program - Council on Social Work Education (EPAS 2.2) Through field education students develop social work competencies and practice behaviors under the supervision of an experienced social worker. The ideal field placement offers students a focus on the methods of direct practice, policy development and implementation, and other social work special projects and research activities. It is expected that students will experience a diversity of client populations and intervention issues, relying upon a range of theoretical concepts and models to develop breadth of learning and to establish a broad base for practice.

Students are encouraged to read the entire Field manual and to keep it handy as a reference throughout their time in the Field Education Program. Current and prospective Agency Field Supervisors and their organizations will find the material in this manual helpful in understanding social work education at Southern University at New Orleans, roles and expectations of parties involved in field education, and relevant policies and procedures. Hopefully this manual will assist you and give clarification to your roles and responsibilities and facilitate a successful outcome.

The Social Work faculty at SUNO wishes all of you a very rewarding field education experience.
Sincerely,

Ms. Catherine Kalob, LMSW
Director of Field Education

Dr. Rebecca Chaisson
Dean

MSW FIELD EDUCATION POLICY AND PROCEDURES /PROGRAMMATIC STRUCTURES

Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. The field placement experience offers students an opportunity for learning about social problems, social welfare, organizations, and diverse client groups, communities and resources, and issues that are psychosocial in nature. This occurs in an agency-based setting with supervision by an approved and credentialed social work field supervisor. The field placement is an opportunity for students to add breadth and depth to their previous experience and also a time to explore a new area or field of study.

SUNO's Field Education program utilizes a concurrent field education model. Students attend once a week on campus field seminar course as well as being placed at an approved agency site under the teaching social work field supervisor. Students must register for both Seminar and Practicum the same semester, and each seminar and practicum should be the same section. The practicum may be completed in traditional social work agencies or innovative nontraditional settings. The field placement is an integral part of the MSW program and has strict standards from the Council on Social Work Education (CSWE) that must be adhered to.

Field Education Practicum Hours Requirements

BSW students begin field placement in their senior year. The field placement courses, Field Instruction and Seminar I (Social Work 481) and Field Instruction and Seminar II (Social Work 482) are expected to be taken in the fall and Spring Semester. Students receive three (3) credits for each field course. Students must complete a minimum of 225 hours each semester, totaling 450 field hours.

Advanced Standing students must complete a minimum of 225 hours each semester, totaling 450 field hours. Students are required to take field practicum and seminar (2) semesters of their first year. All MSW Full Time Program and Part-Time Program students must complete 4 semesters of field internships (field practicums and field seminars).

Full-Time students must complete a minimum of 225 hours each four semester, totaling 900 field hours. Students take Field I & II in year one, and Field III & IV in year two of the program. The

1. experience is concurrent with course work commencing field education in Foundation Field I in

the Fall and Field II in the Spring. If students do not take Field I & II in the first year of the program, the student will not be able to graduate in two years. Advance Field Seminar/Practicum III and IV are in two semesters in 2nd year.

Part-Time students must complete a minimum of 225 hours each four semester, totaling 900 field hours. Students are required to take field I & II in the second year of the program, and Field III & IV in the third year of the programs. This means these programs require 3 years to graduate. If not in Field I & II in year one, the programs are part-time and following the curriculum requires three years to complete. Not adhering to the Curriculum Guide for the program a student enters may delay in matriculating through the program. Taking additional courses will not affect the field schedule. By policy, students may not take two field courses concurrently. The field experience is concurrent with course work commencing his/her field education in Advance Field Seminar III and IV. This only applies to students accepted in the Advanced Standing Program. Students are required to complete their field internship requirements per their respective program Curriculum Guides. Failure to complete field internships per the Curriculum Guide precludes graduation from the MSW Program.

Field Practicum Time Guidelines and Recording Requirements

- Students are required to be present at the assigned field agency as scheduled.
- Students are expected to continue participation at the field agency during the Fall and Spring break.
- If a field agency has a holiday on a day in which the student is expected to be at the field agency, the student is not required to report nor does he/she need to make up the time. Please indicate this on your time sheet by writing HOLIDAY in the appropriate area.
- Students are encouraged to attend relevant professional conferences and workshops which will credit towards field hours. This is with agreement from the agency supervisor and the field seminar instructor. Permission from the agency to attend with a statement should be attached to the time sheet.
- Student must notify the field supervisor at least two weeks in advance of their planned absence from field.
- Students are not expected to be at their agency during the final exam week
- No student shall be allowed to report to field sites between semesters or at any time students are

not officially enrolled in field practicum with the University.

- Students cannot use hours accumulated during semester breaks.
- If a student is absent from the agency for sick or personal emergency, he/she must work out a plan with the agency supervisor to make up the missed time.
- Students are expected to report to the field agency on time as scheduled. If a student is going to be late, a courtesy call to the field supervisor is expected, attendance is important. Excessive absence and tardiness as determined by the field supervisor may negatively impact the student's grade.
- Students must maintain a time sheet reflecting the hours earned at the field agency. The time sheets must be signed by the field supervisor weekly.
- Students will be required to submit time sheets to your field instructor. These time sheets must be signed by your agency field supervisor. The student field supervisor will inform you of the due date.

Employed Students

Students who are employed need to be particularly aware that they must be able to commit the requisite number of field hours per work week to their field placement. Completing the field placement is a big commitment and requires upfront planning by the student and his/her employer. Students should start working with their employers early on to develop a plan to change their work schedule by either modifying their schedule during the week or utilizing vacation time so that the field hours can be accomplished during the work week. Field placement agencies that are able to provide learning opportunities and supervision for a student in the evenings and on the weekends are limited.

2. Limited Agencies with Non-Traditional Hours

3. The MSW Program cannot assure the availability of evening and weekend field placements.

Students may be required to be available for weekday hours for field placements. Most social service programs do not have qualified supervisory staff or operational hours during evenings and weekends for field placements. The Field Unit will try and accommodate evening and weekend placements if they exist, but cannot guarantee these placements. Please note that if you cannot be available during regular workday hours for internships, you may not get into a field placement. If you do not get into a field placement, you will not be able to graduate.

Criminal Background Check and Drug Screening

Many agencies require that students complete a criminal background check and/or a drug screening prior to the beginning their placement with agency. If the agency does not adsorb the cost of the background check/drug screening as a component of the interviewing and acceptance process, the students will be responsible for the cost associated with the criminal background check/drug screening. A positive return on a background check or a positive result of a drug screening could result in loss of placement options and could pose a problem in securing a field placement for students.

Difficulty Securing Placement

Southern University School of Social Work cannot and does not guarantee that students will successfully secure a placement. The School of Social Work will make reasonable effort to work with a student to find a suitable internship. Students are given a minimal of three internship referrals. It is expected that student accepts one. If a student refuses or is not offered placement after three interviews, it is the student's responsibility to schedule a Field Advising appointment to discuss barriers to placement with the Director of Field Education. Students that are repeatedly experiencing unsuccessful interviews or refuses agency placement may not be allowed to continue with the placement process. They might be offered the opportunity to delay placement until the following academic year. They would not be able to continue in their Seminar course work, as Field Practicum and Seminar must be taken concurrently. Students who are not offered a placement after three interviews may alternately be required to withdraw from the social work program.

Consistent Care of Clients and Disruptions in the field placement

Consistent care of clients means providing for clients continuously without abandon or Malfeasance. Client care must be carried out in a dependable manner. Student interns must understand the commitment they make when entering field work at an agency. The continuous and consistent care of clients is of utmost importance and students must be responsible and committed to client care above all, therefore, students must not abandon their duties at their field placements. Doing so may result in termination from field (which means the student fails Practicum). Students will not be placed in another agency if their disruption was due to their negligence, willful misconduct or after being placed at another agency within one academic year. Placement will be immediately and permanently

disrupted if:

- The student fails to show up or call off to the agency.
- The student blatantly disrespected clients, their field supervisor or staff at agency
- The student terminates their placement without the permission or consultation of field faculty and the Field Director
- The student behaves in grossly inappropriately/ unprofessional ways.
- The student engages in personal relationships with client or staff at field agency.
- The student conducts themselves in an immature and unprofessional manner regarding use of social media of agency's clients, staff as well as the agency.

Please refer to the code of ethics and the Problems in the field placements section in the manual for additional information regarding inappropriate, unprofessional and incompetency issues that may result in termination from field education.

Request to change field placement

Students are rarely changed from their field placement unless the agency request termination of the placement or other unique circumstance exist. In the event a student feels a placement change is needed, the student must follow the steps listed below:

- The student must first meet with agency field supervisor and discuss the problem situation and devise a plan of action to remedy the situation.
- If the student and field supervisor are unable to remedy the situation, the student next contact his/her field seminar instructor.
- In the event the field seminar instructor is unable to rectify the situation, the student may request to be assigned to another field agency. The student must request in writing using the Request for Change of Placement form the reasons for the change request and action taken to maintain the existing placement, this request is submitted to the Director of Field Education who has final authority to approve placement change. If a change in placement becomes necessary, the student must agree to an extended period of time in a new field setting.

If, based upon the request, a student is reassigned to a new agency, there will be a delay in securing another placement for the student. The timing of delay is dependent upon the time that it takes to secure the new placement and may take several weeks.

Placement at place of employment

Field Placement at your place of employment cannot occur unless approved by the Director of Field Education. For students already working full time in a social service program, Arrangements can be made to complete one academic year of field requirement at the employing agency. These arrangements must be approved by the Director of Field Education on a case-by case basis. Approval is conditional based upon the following:

- (a) Practicum experiences must be qualitatively distinct from those in student's paid employment, and
- (b) Supervision and instruction must be provided by an individual who is not the student's assigned supervisor and who meets the other requirements for a field agency supervisor.

Agencies selected as field settings provide the base practice experience necessary for our students. These agencies support the educational objectives of the field experience and are willing to provide the time and staff necessary to achieve our field experience objectives. To ensure that agency field supervisors are introduced to our program in a planned and organized manner, a series of seminars for new field supervisors are offered. Individuals selected to serve as field supervisors receive information about the seminars and attendance expectations. This constitutes part of the agency working agreement with the School.

The seminars introduce the field supervisors to an overview of the School's mission, themes, and curriculum as well as the field practicum made. The seminars are led by the field faculty and span the academic year. Content is presented in four (4) two-hour sessions. In addition, the seminars focus on the principles of adult learning theory.

Supervision & Field Education Monitoring Plan

Agency Supervisors assume responsibility for supervising and monitoring student progress, assigning tasks to the student, and assisting the student in integrating theory and practice. Agency Field Supervisors are critical role models and provide important feedback to students to assist them with learning and applying social work skills, and with development of professional self. Students will be assigned to a field agency and will have an assigned field supervisor who will be responsible for providing one hour per week individual supervision.

Field Seminar Instructors play a vital role in monitoring students field education experience. Students while assigned to an agency field supervisory, the student concurrently attends weekly seminar class conducted by a field seminar instructor who is responsible for monitoring students' learning plan development, performance, safety concerns, recommended learning needs and/or corrective action plan, using field seminar class to check-in and provide reinforcement of student learning experiences. Additionally, field seminar instructor interface with assigned students field agency filed supervisors by making at least three contact per year, with one contact should be at the beginning of placement.

The Learning Contract/Evaluation

The learning contract and student evaluation are contained in one document. The learning contract is a plan for the field experience, which allows the student, the field supervisor and the field faculty to focus on the knowledge, values, and practice behaviors necessary for the student to develop competency as a social worker. The learning contract/evaluation are designed as a single working document to be added to as needed throughout the duration of the placement. The final page contains lines for required signatures when the learning contract is written, as well as at the end of the each semester when the evaluation components of the document are completed. All persons involved with the field placement need to sign the learning contract including the student, field supervisor, and the field faculty. All parties should keep a copy of this document each time it is signed. The student's signature on the evaluation line means only that she/he has read the document, but does not necessarily connote agreement. Cooperation of the field in completing these forms by the deadline is extremely important as the student will receive a grade of incomplete if the form is late.

The level of field placement should be identified in the learning contract/evaluation as well as the concentration is applicable. Contact information for all parties should be included, i.e. student, field faculty, and field supervisor. Each learning contract/evaluation contains the Nine Core Competencies identified by the CSWE as necessary for social workers to be able to demonstrate:

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic and Environmental Justice
4. Engage in Practice informed Research and Research Informed Practice

5. Engage in Policy Practice
6. Engage in Individuals, Families, Groups, Organizations and Communities
7. Assess Individuals, Families, Groups, Organizations and Communities
8. Intervene with Individuals, families, Groups, Organizations and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Under each competency, a minimum of two practice behaviors are listed on the learning contract/evaluation. Each practice behavior listed should be demonstrated by the student via an activity or product specific to their placement. Additional practice behaviors and/or activities or products may be added if approved by the field supervisor. Any behavior or agency expectation which will be evaluated by the field supervisor that is not already a part of the evaluation form, should be added such as: confidentiality, computer use, record keeping, policy and procedures, dress code, and any other substantive requirements or expectations of the agency.

The activities or products that demonstrate competencies should include areas of professional and interpersonal; skill development, such as appropriate use of confrontation, supervision, self-awareness, and boundary development. Student attitude toward placement, clients and the student's level of comfort/discomfort should be areas to explore during placement. The student should identify any particular limitations or skills related to specialized interests as areas of potential growth.

The student should identify specific opportunities at the agency they will be involved in, e.g. work with groups, and community resources. These assignments may be those required by the faculty supervisor, those related to the student's interests, and/or those requested by the field supervisor. The safety check list and how the student will incorporate safety into their practice must be included in this section.

In writing the learning contract/evaluation, students should give consideration to the type of agency, the needs of the clients served, agency limitations and boundaries, and what the community needs from this agency. In addition, the student's learning style and the field supervisor teaching approach will need to be taken into consideration. Students use this learning opportunity to stretch themselves professionally and create goals that will take them beyond their current knowledge base and push them into new areas of professional experience. Students should note the on-going use of the NASW Code of Ethics as the guide

for the development of their value and skill base.

Field Practicum/Seminar Grade

The assigned field seminar instructor will be responsible for working with the students, field supervisor, and field agency. He/she will conduct weekly field seminars and will be responsible for assigning final grades for the field practicum experience. The field supervisor will indicate a recommended grade on the Field Evaluation. The field seminar instructor will utilize the field supervisors recommended grade along with the seminar grade to determine the final field grade.

Because the field courses test the student's ability to apply knowledge and skill to actual client situations and aims to enhance his/her professional development, the field course grade is of special significance. A grade of "C" in the last semester will not permit a student to graduate with a BSW or MSW degree. A grade of "C" in practicum or instruction must be repeated before going to the next field course. A grade of "F" will not allow a student to continue in the MSW or BSW degree program. A grade of "I" in Field Courses (instruction/practicum, seminar) must be completed by the end of six weeks of the next semester. If not, student must drop the field courses she/he is attending.

Request for an Incomplete "I" Grade

It is important that students, as well as faculty understand that an "I" is NOT given automatically when a student fails to complete the required practicum hours. It is also important that students understand that an "I" will not be recorded in lieu of an "F". A student must complete both the practicum hours and seminar assignments in order to receive a proper letter grade for the course. It would be difficult for a student to finish in time for graduation should he or she attempt to do more than 35 hours for the previous semester.

As in any other course, the student must initiate the communication/discussion of the "I" grade by contacting or meeting with his or her field instructor, indicating the reason the student feels an "I" grade would be appropriate. If the instructor agrees, then the student with the instructor executes a contract. The Request for an "I" Grade form must be completed by both parties, specifically detailing ALL conditions to be met (i.e., required assignments and/tasks) in order for the "I" to be changed to a proper letter grade. The contract must state a due date for the completion of the conditions set forth in the contract. Failure to meet ALL the contract requirements will automatically result in an "F" grade. Any MSW student in Field 1-4 MAY NOT be granted an "I" grade if he/she has not completed at least

85% or 190 hours of the total 225 practicum hours required. Further, any MSW student cannot advance in field, 2 or 3 without executing and completing an approved contract for an “I” grade.

The intent of this policy is not to be punitive to students who start the field practicum later than stipulated through no fault of their own. For example, if a student had to wait an extended period for clearance due the agency’s background check policy or due extended time required by field faculty to establish a placement for the student, then that student would not be subject to the 85% rule. That student would be eligible for the “I” grade but would still have to complete the course requirements within the first 30 days of the following/succeeding semester.

In order to ascertain how many practicum hours a student could realistically complete, the average number of hours per week in an internship was estimated as 16 hours (a student working two days per week in 14/15 weeks semester). Because MSW students must do a total of 225 hours of practicum in Field 2 and Field 4 respectively (the last semesters before graduation), it would not be feasible to work on completing the previous semester’s hours for more than two to three weeks. To extend the time beyond that would create a hardship for any student who is trying to graduate in the same semester, which is shorter due to the necessity for faculty to submit grades around the 3rd week in April.

Problems in the field placement

Some simple ways to avoid problems:

- Plan ahead.
- Make the learning contract reflect interests and needs.
- Review the learning contract/evaluation during weekly supervision.
- Request frequent and regular supervision from the field supervisor.
- If students have special constraints, i.e. pregnancy, illness in the family, transportation problems, childcare responsibilities etc., which may create future problems, these issues should be discussed with the field faculty and field supervisor early in the semester/session.
- Provide documentation regarding disabilities at the beginning of the semester so that appropriate accommodations can be made.
- Discuss and agree to a schedule in writing at the beginning of the semester.
- Students should prepare an agenda for each supervisory conference and seek input from the field supervisor.

- Students are encouraged to read all communication from the field supervisor and the field faculty carefully.
- Students should be sure they understand directions, instructions, and requirements clearly including agency policies, guidelines, expectations, requirements, etc., and ask for assistance.

The students must take the initiative and responsibility for their own learning and utilize the problem-solving model below to work on resolving problems in the field placement:

Procedures for Students to Follow When Problems Arise:

Step 1. The student first talks to the field faculty about concerns and problems concerning the placement. A student may choose to obtain advice from the field faculty before talking to the field supervisor. Action Plans to remediate the situation should be developed, written, signed, and dated by all parties.

Step 2. If problems persist, the student should request a problem solving meeting with their field faculty and the field supervisor. Action Plans to remediate the situation should be developed, written, signed, and dated by all parties.

Step 3. If the field placement is going to be broken due to the student's performance, the student director of field and field faculty will participate in a meeting. Recommendations are then made to determine the student status.

Performance Issues: Competence Variables

During the course of the student's educational program, the field faculty and agency field supervisor will continuously evaluate the professional competence variables.

Students should be able to:

- Relate to people with warmth and empathy and communicate feelings appropriately.
- Recognize the essential worth and dignity of all human beings.
- Appreciate the value of human diversity and to offer services to persons in need of assistance regardless of race, religion, gender, sexual orientation, political affiliation, physical condition, and/or value system.
- Be willing to grapple with personal issues that include religion, sexual, and political preferences, etc., to ensure that their individual personal views are not imposed on clients.

Professional Incompetence Issues

Professional incompetence signifies that a student is not adequately or appropriately performing at his/her program level. The following list contains examples of behaviors that constitute professional incompetence:

- Students who are not offered a field placement after three agency interviews will be referred to the Field Committee for evaluation and problem solving. This could result in a recommendation that the student be terminated from the School of Social Work Program.
- Lack of commitment to the values of the social work profession.
- Exhibiting professional inappropriateness.
- Inability to establish and maintain positive and constructive interpersonal relationships with clients and field instructors.
- Inability to perform professional duties due to personal problems.
- Refusal to accept and follow through on field placement assignments.
- Inability to accept constructive feedback from the field instructor and/or faculty liaison.
- Attendance problems or failure to communicate with field instructor about schedule difficulties.
- Consistent lateness in meeting deadlines and in completing work.
- Inability to apply professional skills and knowledge gained through classroom learning to the field experience.
- Additional areas may be identified.

Violations of the National Association of Social Workers (NASW) Code of Ethics

BSW and MSW students in the School of Social Work are required to conduct themselves according to the National Association of Social Workers (NASW) Code of Ethics. The Code of Ethics is used for making decisions about whether students have exhibited unethical behavior. Ethical behaviors as designated by the Code of Ethics are part of the requirements and standards for the program. All students have access to a copy of the NASW Code of Ethics upon entering the program (NASW web site www.socialworkers.org for a copy). Discussion about the Code of Ethics occurs in social work field seminars and practice classes.

The following behaviors are examples, but not a complete list of behaviors, which constitute a violation of the NASW Code of Ethics or misconduct that could result in a meeting of the Field Committee, which could result in dismissal from the program:

- Engaging in sexual activities with clients.
- Participation in dishonesty, fraud, deceit, or misrepresentation.
- Exploitation of clients for personal advantage.
- Engaging in an inappropriate dual relationship.
- Convicted of a felony offense while in the School of Social Work Program.

Transportation

Interns shall be responsible for transportation to and from the internship site. Interns should not drive clients unless the agency specifies to the intern such requirements as part of their essential duties within their internships and to manage any such driving requirements with the interns. Interns are advised that internship requiring driving as an essential duty may require submission to a Motor Vehicle Records check, notification of their insurance carrier of use of their vehicle within the internship, and compliance with driving requirements of the agency. Southern University at New Orleans shall not be responsible for managing any requirements for transportation or driving as part of internships and shall not maintain insurance for interns driving as part of the essential duties of the internship. Any accident involving a School of Social Work student while participating in an internship should be reported to the School of Social Work office at (504) 286-5376 and Campus Police at (504) 286-5236 for appropriate reporting within SUNO.

Student Safety in the Field Placement

Safety of students in their field placement is a huge priority for the School of Social Work. While we do not want the student to be shielded from the realities of professional practice, immersing students in the realities of practice can also expose them to safety and security risks. Many students arrive at their field placement with concerns about personal safety that can significantly impact their learning opportunities and their experiences. The School of Social Work and all field placement agencies are encouraged to partner to reduce risks for students in field placement.

Students are required to discuss safety with their field supervisors at the beginning of the field placement and before going on any home visits. Students are required to know what the agency policy is regarding safety. Students must always survey their surroundings and take appropriate precautions to avoid potentially harmful situations. In all cases, students should develop a plan with their supervisors for dealing with potentially volatile situations or unusual events should they arise.

The safety orientation provided by the field education faculty is organized around the following objectives:

- To raise student consciousness about potential violence and place such violence in a contextual frame so that students maintain empathy with clients.
- To place emphasis on preventing violence by providing students with knowledge of precautionary measures, including alertness to possible danger signals about the immediate environment and behavior of clients.
- To encourage students to assume responsibility for their own safety and to trust their own feelings and intuition.
- To help students develop a framework and various options for responding to potential danger.
- To provide activities for students to demonstrate how safety information is relevant in practice situations.
- To provide content that is consistent with social work values and principles and congruent with the curriculum.

The following information should help the student and the field supervisor frame discussions regarding safety in the field placement:

Closing the Loop: Agency Issues

Agency are encouraged to have policies and procedures regarding employee and student safety. These policies should be reviewed, prioritized, and reinforced on a regular basis. Agency field instructors are encouraged to:

- Debrief the student after any incident.
- Help the student understand how a client's cultural background and ethnicity could be vital to personal safety.
- Help the student understand individual and group differences when it comes to accurately interpreting behavior.

Field supervisors are encouraged to include the following during agency orientation:

- Information about the prevalence of, or potential for, violence while in field placement.
- Orientation to the surrounding community and neighborhoods, or areas where the student may work, and discuss concerns that students may have regarding their work in a community-based setting.
- Include opportunities for students to observe and shadow their field instructor on community-

based visits.

- Allow field instructors opportunities to observe and mentor students on community-based visits.
- Provide resources (such as safety training, pagers, cellular telephones, etc.) to students for community-based visits if available to staff.
- Carefully consider assignments given to students, assess the assignments' potential for risk, and the student's ability to perform the assignment, prior to the student accepting the assignment.

Supervision, the Learning Contract, and the Safety Check List

- All student learning contracts should contain a section regarding student/employee safety in the agency and community.
- In an effort to “close the loop” between the School of Social Work and community agencies who host student field placements, all students are required to complete a Safety Check List with their field supervisor and turn it in to the Office of Field Education by the due date.
- Cases that are “at risk” should receive more intense supervision/consultation/monitoring.
- Students need to be exposed to triaging client situations, peer review (where possible), and the importance of seeking consultation in potentially unsafe situations.

Social workers nationwide are experiencing increased danger and students must recognize the potential for risk to personal safety. When in the field placement, students must be alert to environmental factors relative to personal safety.

Students are required to comply with the following:

- Agency standards regarding personal safety.
- Agency standards regarding building, office safety, and security.
- Agency infectious disease control procedures or OSHA requirements.
- Agency standards for working with high-risk clients.
- Agency policies related to the use of a personally owned vehicle specifying that the vehicle is insured and in good working order when making community-based visits and/or transporting clients on agency business.
- Agency safety protocols, including building and office security, emergency procedures, management of violent clients, and home visit safety procedures.

GENERAL POLICIES and PROCEDURES



School of Social Work Building Ribbon Cutting Ceremony

Graduate Students must also read the University Catalog School of Graduate Studies Section for additional policies and criteria pertaining to the graduate program.

Admissions Interview Policy

Purpose:

There are situations that arise with applicants during the review process, which warrants automatic admissions committee interviews. A couple of examples of such situations include students who completed undergraduate education outside the U.S. and applicants who were incarcerated. Applicant interviews are to screen for specific social work knowledge, practice areas, taboo issues, and to discuss the program, related time demands and licensure matters.

Policy:

Applicants from non-traditional undergraduate settings and accepted by individual faculty reviewers are required to have an interview with the admissions committee prior to final acceptance into the program.

Procedure:

Upon receipt of applications from students who are coming from non-traditional undergraduate school settings, the admissions director will note that the applicant is from a non-traditional setting. If reviewers indicate acceptance or are undecided, the admissions director will schedule the student to come in for an interview with the admissions committee. Upon completion of the interview, the committee will provide comments and a recommendation for acceptance disposition. The reviewer's results along with the committee recommendation is forwarded to the MSW director and the dean for review and comments, if any. The admission director will make the student aware of the decision and any next action steps will be indicated.

Policy Concerning Credit for Life Experience or Previous Work Experience

Purpose:

The school of social work seeks to distinguish formal professional social work education from an individual's life experiences with specific personal situations and encounters. Though these experiences may be relative in certain discussions, they do not provide the foundational and specialization education essential to the nine CSWE competencies enhanced by the CSWE identified dimensions of knowledge, values, skills, and cognitive/affective processes required of generalist practitioners.

Policy:

The Southern University at New Orleans - School of Social Work does not accept life experiences or previous work experience in lieu of formal social work education received at a CSWE accredited School of Social Work within an accredited university structure. Credit is only given to actual course work completed and field 1 and 2 experiences where earned college credit hours are granted.

Procedure:

The application and the School of Social Work policy manual shall include the specific language that "the SSW does not grant social work course credit for life experience or previous work experience". The Graduate admissions coordinator will review each application requesting credit for any work, life experiences and or previous educational experiences verifying that any credit to be considered are earned college credit from schools of social work. The request for approval of prior credit is submitted to the program director for final approval any such credit being granted. The coordinator will notify the applicant, in writing via mail or email, of any accepted social work course credit accepted or denied and also communicates that any and all work and life experiences for which credit has been requested will not be granted.

Policy for Animals in Classrooms

Purpose:

It is the policy of Southern University at New Orleans (SUNO) and the School of Social Work to provide a safe, non-threatening, and healthy campus environment for students, faculty, staff, vendors, and guests.

The purpose and intent of this policy is to protect the health, safety, and welfare of students, faculty, staff and the public in accordance with the university, state and national policies regarding animals on campus and in classrooms.

Policy:

To protect the interest and safety of employees, it is the policy of the University not to allow pets in any University building, including but not limited to administrative buildings, classroom buildings, residence halls, or dining facilities. "Pets" are considered animals, domestic or wild, in the company of a student, faculty member, guest, or visitor to the University, and does not apply to service animals (SUNO Student Handbook, pg 76; 2016). The animals must be under the complete control by the owner/responsible party who is also responsible for ensuring the animal is safe and healthy. In compliance with applicable laws and statutes, service animals are allowed on campus and in classrooms. However, the following conditions must be met prior to allowance of animals.

Conditions:

Eligible Person: A person with a documented disability who because of functional limitation requires a Service Animal to perform a task or function.

Approved Animal: The Disabilities Students Office (DSO) determines the person with a disability eligibility and the animal's qualifications as a "Service" or "Assistance" animal then establishes reasonable accommodation for both the person with disability and the service animal. Note: The animal is an *Approved Accommodation* for the individual under applicable laws. All service animals must meet the eligibility criteria set by the School of Social Work, which may include documentation of current applicable immunizations and vaccinations; documentation of a clean bill of health from a licensed veterinarian; and requirements that the animal display valid rabies vaccination tag and state and/or county license or registration.

Registration

All service animals, deemed eligible that will be on campus three (3) or more days, consecutive or non-consecutive must register with the university through DSO. Employees must register with Human Resources also; and visitors to the SSW must contact DSO prior to or upon arrival of visit, in order to assure proper accommodations.

Registration must be complete, at least, 15 working days prior to bring the service animal into the building and into scheduled classes.

Definition of Service Animals:

Service animals are permitted per the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973.

Service Animals have access to all building facilities unless they are behaving inappropriately, are not housebroken or in situation when such access poses a direct threat to the health and safety of others and that threat cannot be eliminated or reduced by reasonable modification to other policies and practices. Appropriate alternative accommodations will be made to provide the individual with access if the animal is unable to accompany. Note: According to the ADA legislation, fear of animals or allergies do not constitute a “direct threat” and cannot be grounds for denying access to a service animal.

Service animals in training are not covered under the ADA, because they have not completed the certified training process. In addition, an animal whose sole function is to provide emotional support do not qualify as service animals under ADAAA.

Assistance Animals, as defined by The Fair Housing Act, are animals that work, provide assistance, or perform tasks for the benefit of a person with a disability. Assistance animals also may provide emotional support that alleviates one or more identified symptoms or effects of a person’s disability. Assistance animals perform disability-related functions, including but not limited to: guiding individuals who are blind or have low vision, alerting individuals who are deaf or hard of hearing to sounds, providing minimal protection or rescue assistance, fetching items, alerting persons to impending seizures, among other related duties. Not all animals that assist persons with disabilities are professionally trained; their owners train some. The question is whether the animal performs the assistance or provides the benefit needed as a reasonable accommodation by the person with the disability.

A therapy animal that is prescribed by a licensed Mental Health Professional as a part of an ongoing psychotherapeutic treatment or therapy program for the individual is acceptable under the ADA.

Responsible Party Duties

The responsible party shall bear the full costs and burdens associated with any injury to persons, or damage to property, caused by a service animal and owner shall bear full liability for any action of the service animal.

CDC General Guidelines for Animals in School Settings

Animals are effective and valuable teaching aids, but safeguards are required to reduce the risk for infection and injury. These abbreviated recommendations are based on guidelines developed by the Alabama Department of Public Health* and the Kansas Department of Health and Environment†. Recommendations are also available from the National Science Teachers Association§ and the National Association of Biology Teachers.

General Guidelines for School Settings**

- Wash hands after contact with animals, animal products, or animal environments.
- Supervise human-animal contact, particularly for children aged <5 years.
- Display animals in enclosed cages or under appropriate restraint.
- Designate specific areas for animal contact.
- Do not allow food in animal contact areas; do not allow animals in areas where food and drink are prepared or consumed.
- Do not allow animals to roam, fly free, or have contact with wild animals.
- Clean and disinfect all areas where animals have been present. Children should only perform this task while supervised by an adult.
- Obtain appropriate veterinary care, a certificate of veterinary inspection, and/or proof of rabies vaccination according to local or state requirements.
- Keep animals clean and free of intestinal parasites, fleas, ticks, mites, and lice.

- Parents should be informed of the benefits and potential risks associated with animals in school classrooms. Consult with parents to determine special considerations needed for children who are immunocompromised, who have allergies, or who have asthma.
- Ensure that personnel providing animals for educational purposes are knowledgeable regarding animal handling and zoonotic disease issues. Individuals or facilities that display animals to the public should be licensed by the USDA. (CDC, 2007)

(revised 4-30-18; HAR)

Policy for Termination (Expulsion) from the Program

Purpose:

Students sometimes fail to meet the academic and or behavioral expectations of the program and must be expelled due to their performance.

Policy:

Students who fail to meet the academic requirements of the program (maintain 3.0, no more than two “C” grades and no “F” grades or who fail to demonstrate professional behavior as specified by CSWE, NASW, Southern University and the School of Social Work will be expelled from the program. Students may only reapply after a period of five (5) years, provided the SGS allows the student to reenter the university.

Procedures: Students will be notified of academic performance within two weeks of the end of a semester that she/he has been expelled (terminated) from the program and the university. Students will be informed of reason of termination and next actions. Students have the right to appeal, which must be in writing to the SGS director and the SSW admissions coordinator and director. Students expelled from the program may not reapply for a period of 5 years.

MSW Academic Probation, Suspension and Expulsion Causes Policy

Purpose:

The purpose of this policy (addendum) is to provide clarification of academic offenses that lead to probation, suspension and expulsion consequences.

Rationale:

Policy () provides the general circumstances, which lead to Probation, Suspension and Expulsion. However, students need clearer description of imposition and consequences of failing (“F”) grades and “C” grades and the procedural timeline to appeal academic suspension.

Policy:

Students earning a “C” grade will receive an “attention alert” notification, from the MSW admissions Director, instructing the student to meet with his/her advisor immediately to discuss academic actions to minimize chances of earning another “C” grade. Copies of the notification will be sent to the program director and retention counselor. The Student along with the advisor will develop a brief prevention plan that must be signed and dated by both the student and advisor, which will be submitted to the admissions director and retention counselor for follow-up actions. If student has demonstrated compliance, no further action is needed. However, if the student has not demonstrate compliance and earns another “C” or even an “F” grade then a full academic retention plan will be required (refer to procedure for 2 “C” grades). Note that a “C” grade in Field is unacceptable and treated as an “F” grade requiring the student to repeat the course.

Students who earn two “C” grades, whether in the same semester or in different semesters, will be placed on probation for the next two semesters. The School of Social Work MSW program will issue a notification letter, within two weeks of final grade submissions, to the students and copied to the advisor, MSW program Director, Social Work Admissions Director, registrar, and the University Graduate Admissions office, indicating the probationary status. At the start of the ensuing semester, the student along with the advisor will develop an academic plan that must be signed and dated by both the student and advisor, which will be submitted to the admissions director and retention counselor for follow-up actions. The student must meet with the advisor, at least, three times during the semester to review progress in classes (1st week of the semester, week of midterm, and prior to pre-registration before finals week). Following two consecutive semesters of no additional “C” grades, the student will be taken off probation. *Note: Students can graduate with up to two “C” grades on their transcripts.*

Students with three “C” grades on their transcripts, before any of the courses are retaken earning a higher grade (“B” or better), will be suspended from the program for a period of one semester. The School of Social Work MSW program will issue a notification letter, within two weeks of final grade submissions, to the students and copied to the advisor, MSW program Director, Social Work Admissions Director, registrar, and the University Graduate Admissions office, indicating the suspension status. The notification will be issued within two weeks of final grade submissions. Students with three “C” grades

are required to retake, at least, one of the courses with a “C” grade and must earn a grade of “B” or better in the next semester that the course is offered. If the student fails to earn a “B” or better and has other “C” grades remaining on her/his transcript will be suspended from the program for a period of one year and will be required to reapply for readmission. In cases, where students return during a semester when courses needing to be retaken are not offered, students must meet with advisor to schedule and enroll in courses for that semester. *Note: Students cannot graduate with three “C” grades on the transcript.*

Students placed on academic probation or suspension have the right to appeal the decision, provided the students possess specific evidence or reason to question grading and or final grad calculation. Note this is different from filing a grievance against a professor for unfair treatment or related grading. The appeal occurs when there is a specific concern about earned grades and calculations, not whether there was any unfair treatment or grading.

Students who earn an “F” grade, in courses other than field (refer to Field Policy), will be placed on probation, regardless of cumulative GPA, and the protocol for notification will be the same as stated for two “C” grades. Student must retake the course and must earn a grade of “B” or better in the next semester that the course is offered. If the student earns a “C” and has no more than one other “C” grade, she/he may continue in the program on probationary status. If the student fails to earn a “B” or better and has other “C” grades remaining on her/his transcript, the student will be suspended from the program for a period of one year and will be required to reapply for readmission. If the students earns another “F” grade as a repeat or in another course during matriculation, the student will be expelled and may not reapply to the program for a period of three years. If accepted for reentry the student will have to start the program from the beginning.

(Revised 4/24/18; 4/22/19: HAR)

Student Behavior Expectations & Failure to Comply with Behavioral Expectations

Purpose

Students in the School of Social Work are aspiring professional social workers and such are expected to acquire and demonstrate appropriate professional behaviors at all times. Professional behaviors are outlined in the National Association of Social Work's "Code of Ethics" (www.nasw.com) and all students enrolled in the program are required to adhere to the NASW Code of Ethics (see Student Handbook, 2011). Behavior expectations are identified in the CSWE 2015 EPAS and the SUNO-SSW emphasizes ethical conduct, respect for diverse populations, cultural competence, and a commitment to social and economic justice via the themes of the School—Advocacy, Empowerment and Transformation. This policy provides the rules governing student professional behavior expected of a SUNO-SSW student.

Policy

Students within the School of Social Work are expected to exemplify the values and ethics governing the behaviors of social workers through adherence to the NASW Code of Ethics (see Student Handbook, 2001). Students, as well as faculty, are expected to abide by the NASW Code of Ethics as well as be guided by the behavioral standards of the university (see SUNO Code of Conduct), and reflect the Council on Social Work Education's competency behavior standards. (Refer to Ethics pgs 48-61 of SSW-Student handbook) Anyone who fails to comply with the behavioral expectations established within the School of Social Work will be subject to corrective consequences as indicated in the procedures of the policy.

Procedure

Students should first review the School's "Student Handbook, 2011) as related to general behavioral expectations of all students admitted to the School of Social Work, and review the University's Code of Conduct" (both posted on the University website, as these rules and governance apply to all students of the School of Social Work. In addition, students within the school of social work are held to additional behavioral standards associated with the profession of social work via the NASW Code of Ethics (see Student Handbook). Some of these additions include appropriate communication skills, self-discipline, respect for other students, staff, and faculty, compliant with rules of the school of social work and affiliate field placements, and reflect the values embodied in the themes of the School of Social Work, which are advocacy, empowerment, and transformation.

Students are expected to uphold high moral character and show careful regard for those who may or may not be different from oneself and or identifying group, including differences of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical disability. Failure to adhere to the expectations will lead to one or more of the following outcomes:

1. Reprimand with no corrective action plan (Warning)

2. Reprimand with corrective action plan
3. Suspension from the School of Social Work (defined as removal from the social work program for a period of, at least, one full semester up a period of one full year)
4. Expulsion from the School of Social Work (defined as the permanent removal from the school of social work with no expectations of return to the program)
5. Counseled out of the School of Social Work (defined as strong recommendation from retention committee and advisor guided support to seek another professional academic area of matriculation that may be more suitable for the student values, knowledge and skills)

When a behavioral incident unbecoming of a social worker occurs, the faculty or student involved must complete an “Incident Report” form, which is obtained in the SW office. The form is completed and submitted to the Dean. If warranted, the Dean will authorize the Academic Progress & Retention Committee to review to determine actions beyond reprimands. Reprimands will be referred to the student’s Academic Advisor. The Advisor will meet with involved faculty and student(s) when reprimands or reprimands with corrective actions are warranted and the Academic Advisor will be responsible for documenting follow-up outcome in the student record.

The involved faculty (and/or advisor when another student is involved) is responsible for documenting the reprimand without action plan (warning) and submitting it to SSW office staff for placement into student record. Incidents of blatant disrespect and disregard when communicating and or interacting with others will result in a reprimand with corrective action plan and possible suspension from the program. Three or more such confirmed and documented incidents unbecoming of a social worker will result in Suspension and possibly counseling out of the social work program. Repeat incidents for which a previous reprimand or suspension was enacted and more than three varied incidents for which a reprimand with action plan have been enacted will result in expulsion and counseling out of the school of social work. Insubordination in the form of cursing, threatening, or physically confronting a faculty person or any other authority person (other student?) will result in immediate suspension with the potential of expulsion from the School of Social Work and possibly the university (Refer to Student Handbook). NOTE: All students involved in such incidents reserve the right to appeal decisions—refer to the next section of the Student Handbook regarding grievances and appeals. In rare or emergency situations involving student behavior, the Dean can take immediate actions so as to eliminate the problem and or danger by moving directly to suspension and or expulsion. The decision to take such actions will be justified by first-hand experience(s), supporting incident reports and documentation- with confirmed evidence- demonstrating behavior deemed unbecoming of a social worker and as a student in SUNO-SSW.

Expected Professional Behavior Action Plan

Semester: _____ Date: _____
 Student: _____ Student Id #: _____
 Faculty: _____
 Area(s) of Concern: _____

Action objective(s): _____

Expected Change(s)/Improvements: _____

Consequences if Not Completed as Planned or No improvement: _____

Completion Review Date: _____

Outcome and Comments: _____

Acknowledgement of Review

By signing below, you acknowledge that you participated in the Professional Behavior Expectation meeting and understand the terms of the action plan.

_____	_____
(Student Signature)	(Date)
_____	_____
(Faculty Signature)	(Date)
_____	_____
(Advisor Signature)	(Date)
_____	_____
(Dean Signature)	(Date)

FACULTY APPROVAL OF POLICY: _____

REVIEW OF POLICY BY ACADEMIC AFFIAIRS: _____

Policy for Readmission into the Program

Purpose:

The purpose of this policy is to provide clear guidance regarding readmission into the School of Social Work following voluntary leave, suspension and expulsion.

Policy:

Readmission into the School of Social Work is not automatic for students who have been out of the program for more than 1 year (2 semesters full-time; 3 semesters part-time). Students must reapply and be accepted to reenter the program as though a new student. Students who have been out of the program for one to two semesters must submit a request to the School of Social Work for an academic progress and retention hearing to have an academic action plan developed.

Procedure:

Students must follow the university and School of Social Work admissions protocols for readmission.

Students must complete the Graduate Studies application submitting it to the School of Graduate Studies office. In addition, students must complete and submit the School of Social Work application to the admissions coordinator for the School of Social Work. A SSW faculty committee will review, score and make recommendation for acceptance into the program. In some cases, students will be allowed to enter on probationary status or may have certain conditions to meet upon and after readmission. Failure to adhere to these conditions and or failure to remove the probationary status within the first semester of return will lead to dismissal from the program. Students will be notified in writing of her/his status within one (1) week of the committee application review completion.

Policy- Suspension Appeal

Purpose:

The purpose of this policy is to ensure that students have the opportunity to appeal academic decisions with which they disagree.

Policy:

Students who are suspended from the program will have to submit a written request of appeal to the academic progress and retention committee for reinstatement consideration.

Procedure:

Once the letter and support documents are received, the program director will authorize the Director of Admissions to coordinate with the student's advisor to convene an ad-hoc review committee to hear the appeal. The Admissions director will contact the student to schedule the appeal hearing date and time. The advisor will identify the committee members for the hearing. The hearing will be scheduled and conducted, within 3 weeks of receipt of all information. During the hearing, the student is given an opportunity to explain her/his situation leading to the suspension and what has changed that will lead to successful academic and or behavioral outcome. Upon completion of the hearing, the committee will forward recommendation to the program director and dean, who reserves the right to make a final decision. The dean will decide whether reinstatement will occur or not occur based on the information presented.

Note: The dean reserves the right to interview the student, if desired. There is no guarantee that readmission will be suggested or that it will be granted.

Faculty Awareness of Student Issues Policy

Purpose:

To provide opportunity for faculty to gain awareness of students who may be experiencing health/mental health issues, exhibiting inappropriate and or bazaar behavior and harmful personal wellbeing issues (i.e. homelessness, death of immediate family member).

Rationale:

Faculty exchange of information regarding students who have expressed and or displayed experiencing health/mental health issues, exhibiting inappropriate and or bazaar behavior and harmful personal wellbeing issues (i.e. homelessness, death of immediate family member) provides opportunity for others to be aware and vigilant for the student(s) and any inappropriate statements (threats of bodily harm, property destruction, etc.) actions. When multiple faculty are aware of potentially serious, harmful and or dangerous student issues, the faster escalations may be identified and appropriate intervention may occur to de-escalate any inappropriate actions and to refer the student to resources (campus-based and community based) that may be of assistance.

Policy:

Faculty who observe or have first-hand knowledge of a student who have expressed and or displayed experiencing health/mental health issues, exhibiting inappropriate and or bazaar behavior and harmful personal wellbeing issues will bring the concern to the larger faculty via request to have an ad hoc committee meeting to discuss the issues of concern. When requested, the dean will appoint the ad hoc committee to be comprised of other faculty, but not those who are the academic progress and retention committee unless the faculty person is the student's advisor. The committee meets randomly, as needed, throughout the school year. This process is meant to avoid any biases toward students who have any academic issues and concerns that warrant an academic progress and retention hearing.

Procedure:

Faculty who observe and has first-hand knowledge/awareness of student(s) who:

- a) are experiencing health/mental health issues,

- b) exhibiting inappropriate and or bazaar behavior
- c) state or exhibit harmful personal wellbeing issues (i.e. homelessness, death of immediate family member, suicide/homicide ideation), and or

d) make any inappropriate statements (threats of bodily harm, property destruction, etc.) or actions, will provide a faculty awareness notification statement to the student advisor the BSW and or MSW director, and the dean. Once received, the advisor will convene an ad hoc committee, within one week of notification, to meet with notifying faculty to discuss the observation(s). Based on the outcome of the meeting between the advisor and the ad hoc committee, the advisor may need to meet with the student. The faculty person will meet with the student to gain clarity on the nature of the student's issues and attempt to resolve them. If unsuccessful resolution and the issues persist, then the advisor will notify the program director and dean again. The advisor must request, in writing, that a behavior progress and retention committee address the concerns with a formal plan of correction and monitoring. The committee will provide feedback and recommendation to the advisor and student for monitoring, service referral and need for further academic progress and retention review. In cases where the committee suggest academic actions i.e. suspension, expulsion, the recommendations will be submitted to the academic progress and retention committee to make formal recommendation to the program director for the recommended action. The program director will meet with the advisor and student when necessary to make a recommendation to the dean, who can either uphold the recommendation or generate a disposition of her own.

The attached form may be used for completion of the statement or faculty may submit a letter but must address the key areas of the form along with any additional information that faculty wish to attach.

Faculty Awareness of Student Issues Statement

Faculty:

Date:

Student:

Date(s) of Observations or witness to student Issues:

Location of observation/incident/ issue:

Preceding Event (describe the event immediately preceding the awareness of the student's issue):

Observation (Describe what was observed and or nature of the first-hand account of the issue and any intervention provided):

Antecedent Event/ Action (Describe what happened immediately following the observation and the concluding actions):

Identify anyone harmed and or the potential for harm:

Observations reported to:

___ Advisor ___ Program Director ___ Dean Date of Report: _____

Reporting Faculty Signature: _____ Date: _____

Faculty Advisor Signature: _____ Date: _____

Program Director Signature: _____ Date: _____

Dean's Signature: _____ Date: _____

Student Participation Policy

Purpose:

To provide on-going opportunities for students to participate in the formulation and modification of policies affecting academic and student affairs, in compliance with CSWE standard 3.1.9. *(3.1.9 - The program describes its policies and procedures specifying students' rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs.)*

Rationale:

Students must have opportunity to provide input into the discussions, formulation and modification of policies that have implications for academic requirements and student affairs. This policy affords students who choose to participate in these important decision-making meetings, the opportunity to engage with faculty to develop student and academic related policies. Students who participate gain specific knowledge and skills related to social work education administration and faculty responsibilities.

Policy:

Students will be sought, via email and postings, for representative participation in meetings with faculty to discuss, formulate, and or modify policies governing academic areas and student affairs.

Procedures:

Students will be informed of the need for student participation with ad hoc policy development committee meetings where discussions, formulation and modifications to policies affecting academic areas and student affairs issues. Students will be recruited by asking them to inform the support staff of their desire and availability to participate in such meetings. The names of the students will be made available to the committee chair, who will notify them of the topic, time and date of the meeting. Involved students fully participate in the discussions and decision-making related to the policy(s) under review. At least two representatives are required to participate in reviews/ discussions prior to implementation.

Faculty - Student Academic and Non-Academic Resolution Policy

Purpose:

To provide opportunity for faculty and student to resolve Academic and non-academic concerns that exist between student and faculty before the concern develops into a grievance situation.

Rationale:

Student and faculty sometimes have conflicts regarding various course and or classroom events, including but not limited to: assignments concerns, classroom demeanor and decorum, appropriate communication and dress (Particularly in field internship settings). Resolution meetings serve to circumvent such concerns from growing and become a grievance situation for either student or faculty. (Refer to Student Behavioral Expectations)

Policy/Procedure:

Faculty or a student who have experienced a situation where a student opinion, perspective, action, etc. disagrees with a faculty person's opinion, perspective, action, etc., and vice versa will meet in an attempt to resolve the disagreement without further actions. If not resolved both the student and the faculty must provide a written summary of events describing the disagreement to the students' advisor and program director within two days following the attempt to resolve the disagreement. Once received, the advisor will meet with both, faculty and student, individually to obtain both parties perspective on the disagreement. The advisor will attempt to negotiate a plausible resolution to the agreement. The advisor will bring both the student and faculty together to discuss the proposed resolution and attempt to have a mutually agreed upon resolution. The advisor will document the meeting and resolution, which then must be signed by the student, faculty and advisor. The resolution is forwarded to the program director and to the student file. If not resolved during the meeting with the advisor then the director, upon receipt of the advisors meeting report will contact all parties to meet and discuss the disagreement circumstances. Based on the information provided, the director will formulate a resolution, which all parties must sign in agreement. The director's report will be disseminated to the student, faculty, student file, advisor, and to the dean.

Note: Either Student or Faculty, following attempts to resolve the disagreement, reserves the right to file a grievance against the other, which leads to a full grievance committee hearing. (Refer to Handbook, policy # ___; Grievances). In either situation where no resolution is agreed upon, then the dean shall develop the final resolution.

(Revised 4-27-18; HAR)

Student Behavior Expectations & Failure to Comply with Behavioral Expectations

Purpose

Students in the School of Social Work are aspiring professional social workers and such are expected to acquire and demonstrate appropriate professional behaviors at all times. Professional behaviors are outlined in the National Association of Social Work's "Code of Ethics" (www.nasw.com) and all students enrolled in the program are required to adhere to the NASW Code of Ethics (see Student Handbook, 2011). Behavior expectations are identified in the CSWE 2015 EPAS and the SUNO-SSW emphasizes ethical conduct, respect for diverse populations, cultural competence, and a commitment to social and economic justice via the themes of the School—Advocacy, Empowerment and Transformation. This policy provides the rules governing student professional behavior expected of a SUNO-SSW student.

Policy

Students within the School of Social Work are expected to exemplify the values and ethics governing the behaviors of social workers through adherence to the NASW Code of Ethics (see Student Handbook, 2001). Students, as well as faculty, are expected to abide by the NASW Code of Ethics as well as be guided by the behavioral standards of the university (see SUNO Code of Conduct), and reflect the Council on Social Work Education's competency behavior standards. (Refer to Ethics pgs 48-61 of SSW-Student handbook)

Anyone who fails to comply with the behavioral expectations established within the School of Social Work will be subject to corrective consequences as indicated in the procedures of the policy.

Procedure

Students should first review the School's "Student Handbook, 2011) as related to general behavioral expectations of all students admitted to the School of Social Work, and review the University's Code of Conduct" (both posted on the University website, as these rules and governance apply to all students of the School of Social Work. In addition, students within the school of social work are held to additional

behavioral standards associated with the profession of social work via the NASW Code of Ethics (see Student Handbook). Some of these additions include appropriate communication skills, self-discipline, respect for other students, staff, and faculty, compliant with rules of the school of social work and affiliate field placements, and reflect the values embodied in the themes of the School of Social Work, which are advocacy, empowerment, and transformation.

Students are expected to uphold high moral character and show careful regard for those who may or may not be different from oneself and or identifying group, including differences of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical disability. Failure to adhere to the expectations will lead to one or more of the following outcomes:

6. Reprimand with no corrective action plan (Warning)
7. Reprimand with corrective action plan
8. Suspension from the School of Social Work (defined as removal from the social work program for a period of, at least, one full semester up a period of one full year)
9. Expulsion from the School of Social Work (defined as the permanent removal from the school of social work with no expectations of return to the program)
10. Counseled out of the School of Social Work (defined as strong recommendation from retention committee and advisor guided support to seek another professional academic area of matriculation that may be more suitable for the student values, knowledge and skills)

When a behavioral incident unbecoming of a social worker occurs, the faculty or student involved must complete an “Incident Report” form, which is obtained in the SW office. The form is completed and submitted to the Dean. If warranted, the Dean will authorize the Academic Progress & Retention Committee to review to determine actions beyond reprimands. Reprimands will be referred to the student’s Academic Advisor. The Advisor will meet with involved faculty and student(s) when reprimands or reprimands with corrective actions are warranted and the Academic Advisor will be responsible for documenting follow-up outcome in the student record.

The involved faculty (and/or advisor when another student is involved) is responsible for documenting the reprimand without action plan (warning) and submitting it to SSW office staff for placement into student record. Incidents of blatant disrespect and disregard when communicating and or interacting with others

will result in a reprimand with corrective action plan and possible suspension from the program. Three or more such confirmed and documented incidents unbecoming of a social worker will result in Suspension and possibly counseling out of the social work program. Repeat incidents for which a previous reprimand or suspension was enacted and more than three varied incidents for which a reprimand with action plan have been enacted will result in expulsion and counseling out of the school of social work.

Insubordination in the form of cursing, threatening, or physically confronting a faculty person or any other authority person (other student?) will result in immediate suspension with the potential of expulsion from the School of Social Work and possibly the university (Refer to Student Handbook). NOTE: All students involved in such incidents reserve the right to appeal decisions—refer to the next section of the Student Handbook regarding grievances and appeals.

In rare or emergency situations involving student behavior, the Dean can take immediate actions so as to eliminate the problem and or danger by moving directly to suspension and or expulsion. The decision to take such actions will be justified by first-hand experience(s), supporting incident reports and documentation- with confirmed evidence- demonstrating behavior deemed unbecoming of a social worker and as a student in SUNO-SSW.

Expected Professional Behavior Action Plan

Semester: _____

Date: _____

Student: _____ Student Id #: _____

Faculty: _____

Area(s) of Concern:

Action objective(s):

Expected Change(s)/Improvements:

Consequences if Not Completed as Planned or No improvement:

Completion Review Date:

Outcome and Comments:

Acknowledgement of Review

By signing below, you acknowledge that you participated in the Professional Behavior Expectation meeting and understand the terms of the action plan.

(Student Signature)_____
(Date)_____
(Faculty Signature)_____
(Date)_____
(Advisor Signature)_____
(Date)_____
(Dean Signature)_____
(Date)

Resolution:

Resolution for _____ :

Disposition: By signing below, the parties acknowledge that a resolution was attempted. Each person must indicate acceptance or denial of the resolution:

(Circle Disposition)

Accept Denial Student Signature: _____ Date: _____

Accept Denial Faculty Signature: _____ Date: _____

Accept Denial Advisor Signature: _____ Date: _____

Accept Denial Director Signature: _____ Date: _____

Dean's Signature: _____ Date: _____

Policy for Grade Change Appeal

Purpose:

The purpose of this policy is to ensure that students have the opportunity to appeal grade decisions with which they disagree or take issue with the calculation arriving to the grade posted.

Policy:

All students reserve the right to appeal a grade. If the student believes that the posted grade is in error due to calculation or experienced an inability to complete and or submit work timely due to means beyond the control of the student, such as online submission problems and failure to provide Title IX accommodations; or due to other extenuating circumstances, such as illness, accident with injury, death of immediate family member, or similar circumstances, then an appeal should be requested by the student. *(Note: Situations where a student believes that he or she has been treated unfairly, or that the professor did not provide clear instructions, grading procedures or was not available to discuss students concerns, then the student must file a grievance; refer to grievance policy)*

Procedure:

A student seeking to appeal a grade earned will submit a formal written letter of Appeal for Grade Change to the Academic Progress and Retention committee. In this letter, the student must state the specific nature and reason of the appeal request and what actions have been taken already to have the grade changed. Appeals for grade change must be made prior to the start of the next semester. Students may send all necessary related attachments to support their position for the request. Once the letter and support documents are received, the program director will authorize the Director of Admissions to convene the ad hoc review committee to hear the appeal. The Admissions director will contact you to schedule the appearing hearing. Upon completion of the hearing, the committee will forward recommendation to the dean, who reserves the right to make a final decision.

Policy Regarding Academic Dishonesty

Policy-Definitions- Procedures

CHEATING

Purpose: To inform students and, at best, deter students from engaging in unethical and wrongful scholarly behavior.

Policy: Academic dishonesty may take a variety of forms. The most common are cheating on tests or examinations, and plagiarism. However, the accessibility of technology may raise questions about others or whether using a media element constitutes cheating (Seneca, 2009). Students are strongly encouraged to obtain and read The SUNO Student Handbook which is available on the SUNO website, as these policies will be enforced in cases of cheating.

Cheating involves behaviors and activities which are deceptive and sometimes fraudulent. Below are examples of cheating in four areas: tests and examinations, essays and assignments, laboratory and field assignments, and a general category of aiding and abetting cheating. The School of Social Work has identified these examples to firmly establish those areas that constitute cheating (many of which are also covered in the SUNO Handbook).

Tests and Examinations

- Taking a test or examination for another student or permitting a student to take a test or examination for you.
- Copying from another student
- Giving students answers to exam questions during the exam or while exiting the examination room.
- Using unauthorized material during a test or exam. Including “cheat sheets”, notes, electronic devices (including cell phones) or other devices inappropriate to proscribed test conditions.
- After taking an exam, informing other students in a later section of the questions that appear on the exam.
- Discussion of answers, responses, ideas related to an exam/quiz unless discussion is authorized by instructor.
- Obtaining unauthorized materials, i.e., copy of an examination before it is given

Essays and Assignments

- Submitting as your own any material prepared by another student or from uncited sources, including texts, reference and internet sources.
- Allowing your essay or assignment to be copied by another student.
- Copying an essay or assignment.
- Buying or selling of essays or assignments.

Laboratories, Fieldwork and Computer Files

- Fabricating information, i.e., data from a lab report or data for an empirical study. **** check with research teachers for ideas
- Indicating field placement hours which have not actually been completed with the assigned agency. (Here we may want to find out if Bonnie has thoughts/needs/ideas)****
- Copying a laboratory or field report as your own.
- Allowing students to copy your report.
- Allowing another student to do the laboratory or field work for you.
- Misrepresenting assignments or attendance carried out in field placement.
- Copying a student's work from a disk or hard copy.
- Providing a student with your disk or hard copy.
- Using information or devices that are not allowed by the faculty, i.e., using formulas or unauthorized data; using cell phones and/or hand-held computers with stored information to answer test questions

Aiding or Abetting Others

- Knowingly helping another student to commit an act of cheating or plagiarism.
- Communicating with another student or students during online examinations.

- Allowing a student to copy your answers during an exam.
- Giving your essay or assignment to another student to copy.
- Taking a student's place in an exam.
- Leaking test information to other students.
- Letting a student use your work as their own.

(Seneca, 2008)

Students should avoid any appearance of cheating by sitting apart from one another in examinations. Students should also be prepared to remain in the testing site once the exam has begun.

Although we have strived to be comprehensive, there may be situations which have not been detailed in this writing. To avoid any appearance or act of cheating students are encouraged to read the tips below.

Procedure: Faculty will provide evidence of cheating to the student(s) and the advisor(s) of each individual involved in the incident. Based on the discussion and preponderance of the evidence, a determination of action will be made, in accordance with policy, which will be submitted by the faculty person as a report along with any other supporting documentation to the director and dean. The program director reports the final action to the admissions coordinator, School of Graduate Studies and to the registrar, who indicates the students' status on the transcript.

PLAGIARISM

Purpose: This policy and procedures is provided in effort to inform and .at best, deter students from engaging in unethical scholarly actions such as plagiarism and cheating.

Policy: Writing someone else's words and claiming them as your own is plagiarism. Plagiarism, a Code Three offense under the Southern University at New Orleans Code of student conduct, is defined in the Southern University at New Orleans Student Handbook as follows:

“Plagiarism includes, but is not limited to:

- Directly quoting from a source without using quotation marks;
- Presenting or paraphrasing information without identifying the source; or

- Submitting reports essays, term papers, test, etc., of another person as if it were the work of the presenter.”

Code Three offenses are major violations subject to a maximum sanction of expulsion from the university.

(SUNO Student Handbook,2008)

Procedure: Faculty will indicate areas of the document believed to have been plagiarized and or show direct proof of plagiarism via results of the turnitin module in Moodle or other plagiarism identification software. The faculty will notify the student, advisor and program director of the potential infraction and the university and school of Social Work policy regarding plagiarism.

The student must meet with the professor and advisor, the retention counselor may be requested to participate, to review the information and draft a recommendation report with a course of action indicated. The advisor drafts the report and submits it to the faculty person who then submits the report and any other supporting documentation to the director and dean for final action. The program director reports the final action to the, admissions coordinator, School of Graduate Studies and to the registrar, who indicates the students' status on the transcript.

Policy: Academic Progress and Retention Review (For Students Entering on Probation or Returning from Academic Suspension)

Purpose:

Successful Academic Progress and Retention reviews within the School of Social Work serves as a means of informing students of their overall academic status within the respective social work program and helps to address quality of student performance in each of the identified CSWE-EPAS competence behaviors. This policy will provide guidance to academic progress and retention review determinations.

Policy:

Students will maintain satisfactory academic progress while a student in the School of Social Work. Students will receive an academic progress and retention review once per semester, during a meeting with her/his advisor. Faculty will document the review meeting using the appropriate forms attached to this policy. Students will have opportunity to respond and or appeal information contained within the summary report.

Procedures:

Academic Progress and retention in the School of Social Work is predicated on both course grades and demonstration of relevant competency behaviors at or above the expected minimal achievement level. Near the end of each academic semester (last 3 weeks), students will meet with advisors to review their academic progress and retention report. The report, which is a summary of the course grades and demonstration of expected competency behaviors in the classroom, field sites, and other public and professional arenas, including but not limited to: personal jobs, businesses, public meetings, facebook, LinkedIn, Instagram, etc.

Information for the summary is compiled from grade reports (midterm and or expected final grade updates) and documented progress towards competency behavior expectations from course faculty reports, field evaluations and public domain sites. When information (positive and or negative) from employers or other sources are provided in writing, then such information will also be considered for academic progress determination and discussed in the meeting. In addition, any documented information related to demonstration or the lack of demonstration of competency behaviors, in particular Ethics, Diversity, Professionalism, and HBSE, will be made available during the review with the student.

Student success in course work is indicated by in the respective program's course outcome expectations, generally "C" or better for BSW program and "B" or better for MSW program students. Students who do not meet the expected levels will continue to receive the notice of academic status form. The review of the competence behaviors will be based on a satisfactory scale (See Rubric). A written plan of action will be developed by the advisor and student during this meeting, should such a plan be warranted due to unsatisfactory progress. Any unsatisfactory or progress below expected level of achievement must be improved during the upcoming semester. Students who fail to show the agreed upon level (measure) of improvement within the timeframe indicated in the action plan, may be suspended, expelled, or counseled out of the school of social and into another discipline of the university where the student express an interest and may be more successful. Students may provide written comments related to the review which will be made a part of the student records and used for follow-up, when necessary. In cases where a student requests a review appeal, then she/he must follow the appropriate appeals policy process.

The student and advisor will sign the forms indicating acknowledgement of the academic progress and retention meeting and outcome. Advisor will provide the student with a copy of the summary review, will retain a copy for the advisor's file and place the original into the SSW student record upon completion of the meeting. The advisor will submit the information to the program director, who after review and signing will forward the document on to the dean for final review and signature. If further action is requested from either the program director or the dean, then the request will be given to the advisor and student in writing along with the required follow-up actions which are to be documented by the advisor and requesting school of social work official.

Academic Progress and Retention Outcome Summary Report

Student: _____ Semester: _____

Student Id #: _____ Advisor: _____

Course	Expected Grade	Actual Grade	Status (Met/Unmet)	Comments

Student Comments:

Acknowledgement of Review

By signing below you acknowledge that you participated in the Academic Progress and Retention Review meeting with your advisor.

(Student Signature)

(Date)

(Advisor Signature)

(Date)

Behavior Competency Report

Student: _____ Semester: _____

Student Id #: _____ Advisor: _____

Behavior Competency Rubrics

COMPETENCY	Very Satisfactory (9)	Satisfactory (6)	Minimally Satisfactory (3)	Unsatisfactory (0)
Competency 1: Demonstrate Ethical and Professional Behavior	Consistently (Always) displays ethical practice behavior	Usually displays ethical practice behavior	Occasionally displays ethical practice behavior	Seldom or Never displays ethical practice behavior
Competency 2: Engage Diversity and Difference in Practice	Consistently (Always) displays respectful, competent diversity practice behavior	Usually displays respectful, competent diversity practice behavior	Occasionally displays respectful, competent diversity practice behavior	Seldom or Never displays respectful, competent diversity practice behavior
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	Consistently (Always) displays advocacy and empowerment of Human Rights, Social, Economic, and Environmental Justice practice behavior	Usually displays advocacy and empowerment of Human Rights, Social, Economic, and Environmental Justice practice behavior	Occasionally displays advocacy and empowerment of Human Rights, Social, Economic, and Environmental Justice practice behavior	Seldom or Never displays advocacy and empowerment of Human Rights, Social, Economic, and Environmental Justice practice behavior

Competency 4: Engage In Practice-informed Research and Research- informed Practice	Consistently (Always) displays use of Practice- informed Research and Research- informed Practice	Usually displays Practice-informed Research and Research- informed Practice	Occasionally displays Practice- informed Research and Research- informed Practice	Seldom or Never displays Practice- informed Research and Research- informed Practice
Competency 5: Engage in Policy Practice	Consistently (Always) displays ethical practice behavior	Usually displays ethical practice behavior	Occasionally displays ethical practice behavior	Seldom or Never displays ethical practice behavior
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	Consistently (Always) displays ethical practice behavior	Usually displays ethical practice behavior	Occasionally displays ethical practice behavior	Seldom or Never displays ethical practice behavior
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	Consistently (Always) displays ethical practice behavior	Usually displays ethical practice behavior	Occasionally displays ethical practice behavior	Seldom or Never displays ethical practice behavior
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	Consistently (Always) displays ethical practice behavior	Usually displays ethical practice behavior	Occasionally displays ethical practice behavior	Seldom or Never displays ethical practice behavior

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	Consistently (Always) displays ethical practice behavior	Usually displays ethical practice behavior	Occasionally displays ethical practice behavior	Seldom or Never displays ethical practice behavior
Points				
Total Points				

Max points: 81 (very satisfactory= 61-81, satisfactory= 40-60, minimal satisfactory= 20-40, unsatisfactory= below 20); Expectations satisfactory and above

Student Comments:

Acknowledgement of Review

By signing below you acknowledge that you participated in the Academic Progress and Retention Review meeting with your advisor.

(Student Signature)

(Date)

(Advisor Signature)

(Date)

Academic Progress and Retention Plan of Action

Semester: _____ Date: _____

Student: _____ Student Id #: _____

Advisor: _____

Area(s) of Concern:

Action objective(s):

Expected Change(s):

Completion Review Date:

Outcome and Comments:

School of Social Work - Southern University at New Orleans

POLICY ON BACKGROUND CHECKS AND DISCLOSURE

An increasing number of agencies require that students in the School of Social Work at Southern University obtain and pass a background check, drug test and/or finger printing in order to participate in field placements (Field Practicum courses). Consequently students may be required to undergo a background check before beginning a field placement as part of the Bachelor's and Master's Programs in the School of Social Work. Be advised that drug testing may be a required part of the background check.

Admitted students are required to report all changes in their criminal record within ten days of an incident to the Director of Field when an incident occurs while enrolled in the BSW & MSW programs. Any conviction or other criminal incident may prevent placement in the field. Failure to report any change in status will result in referral to the Director of Field which may result in a delay in the student's ability to complete the BSW and MSW programs and to graduate as planned. The student may not be able to complete the BSW or MSW program if criminal record reports are not kept current. She/he may not be able to continue placement in an approved field agency.

The following may be required by Field practicum partners:

Criminal Court history arrest and convictions (other than traffic violations)	Search of the DHH Inspector General's database of excluded persons.
Address verification & fingerprint	Social security number verification
Sex offender database search	Digital Footprint

The fees required to obtain a background check and any additional tests are the sole responsibility of the student. Students must authorize release of the results of the background check to the agency in field. If there is any information in the background check report that an agency determines disqualifies the student from participating, then the student will be responsible for obtaining the necessary documents to correct/explain the information.

I. I hereby certify that I have read, understand, and agree to the Policy on Background Checks and

Disclosure.

II.Name: _____ Date:_____

Approved by SSW Faculty: 4/15/16

Policy: Food and Drink

Millie M. Charles School of Social Work Building

Purpose: To promote a clean educational environment free of distractions and focused on education.

Rationale: Classrooms are learning environments in which students should be free from distractions and focused on learning. Eating in classroom can serve a distraction to the student eating/drinking as well as to other students in the class. Further, bringing food and open drinks into the classrooms may lead to someone spilling or leaving waste in the rooms that attract unwelcomed insects and rodents. Such conditions are unhealthy and distracts student learning.

Rationale: Classrooms are learning environments in which students should be free from distractions and focused on learning. Eating in classroom can serve a distraction to the student eating as well as to other students in the class. Further, bringing food into the classrooms may lead to someone leaving waste in the rooms that attract unwelcomed insects and rodents. Such conditions are unhealthy and distracts student learning.

Policy/Procedure: Classroom environments are to be kept clean, including no eating in classrooms. Trash will be placed in appropriate receptacles in the rooms and hallways. Food and drinks are to be consumed in the designated student areas on the 1st floor in accordance with the following:

- 1) Food is **not permitted** in
 - a) Classrooms or
 - b) Study Areas.
- 2) Food and drink are **not permitted**
 - a) In the Computer Lab or
 - b) Observation Rooms.
- 3) Students are **encouraged to consume food and drink** in
 - a) the Student Lounge,
 - b) Student Conference Room, and
 - c) Student Organizations Room

- d) the Patio; and
- e) other outdoor spaces.

APPENDIX

School of Social Work Recognition & Awards Program



Linda Okoronkwo, Dr. Holly McKenney, Patrice Morris, Maya Edwards, Eva Sohl

- "I" Grade Request Form
- Fulltime Curriculum
- Part-time curriculum
- Grievance Form
- Independent Study Forms
- MSW Application
- Important Links
- MSW SOS By-Laws
- Men of Social Work Association By-Laws
- Xi Phi chapter of Phi Alpha Honor Society By-Laws
- Tips to Avoid Academic Dishonest Statement

Southern University at New Orleans
School of Social Work
“I” GRADE REQUEST
Initiated by student

I. Completed by student

_____ BSW Student _____ MSW Student

Name _____ Semester and Year _____

Phone _____ E-mail address _____

Course Name and Number

Reason for “I” grade:

II. Completed by Faculty

Disposition: Agree to submit an “I” grade _____ Yes _____ No

If yes, identify

a. What course work must be completed to remove the “I”

b. Date course work must be completed.

c. What the grade will be if student does not complete the identified course work by the identified date.

Signature of Student

Date

Signature of Faculty

Date

Cc: Advisor
File**SUNO School of Social Work MSW Curriculum**Curriculum for students **entering Fall 2019** and afterwards; approved by Academic Affairs March, 2019**FULL-TIME PLAN****YEAR ONE**FALL

SOWK 601 HBSE I	3 hrs.
SOWK 501 Policy	3 hrs.
SOWK 604 Direct Service I	3 hrs.
SOWK 603 APO I	3 hrs.
SOWK 606 Field Practicum & Seminar I	<u>3 hrs.</u>
	15 cr. hrs

SPRING

SOWK 602 HBSE II	3 hrs.
SOWK 610 Direct Service II	3 hrs.
SOWK-620 APO II	3 hrs.
SOWK 605 Research I	3 hrs.
SOWK 607 Field Pract & Semin II	<u>3 hrs.</u>
	15 cr. hrs

YEAR TWOCYF Concentration SOWK 731, 735, 737

SOWK 710 DS III	3 hrs.
SOWK 700 Capstone/Research II	3 hrs.
SOWK 702 Field Practicum & Seminar III	3 hrs.
SOWK 731 Practice Issues	3 hrs.
SOWK 735 Empowerment Practice	<u>3 hrs.</u>
SOWK ??? Comprehensive Qualifying Exam 0hrs.*	
	15 cr. Hrs

SOWK 701 Capstone/Research III	3 hrs.*
SOWK 608 Diversity	3 hrs.
SOWK 703 Field Pract & Semin IV	3 hrs.
SOWK 737 Empowerment Pract II	3 hrs.
SOWK Open Elective	<u>3 hrs.</u>

15 cr. Hrs

HM/H Concentration SOWK 732, 751, 734, 750

SOWK 710 DS III	3 hrs.
SOWK 700 Research II	3 hrs.
SOWK 702 Field Practicum & Seminar III	3 hrs.
SOWK 732 Practice Issues	3 hrs.
SOWK 734 Empowerment Practice Health	<u>3 hrs.</u>
SOWK ??? Comprehensive Qualifying Exam 0hrs.*	
	15 cr. hrs

SOWK 701 Capstone/Research III	3 hrs.*
SOWK 608 Diversity	3 hrs.
SOWK 703 Field Pract & Semin IV	3 hrs.
SOWK 751 Chemical Dependency	3 hrs.
SOWK 750 Empowerment Pract M/H	<u>3 hrs.</u>

15 cr. Hrs

Asterisk (*) Indicates that students must complete the 701 Capstone/Research III and the Comprehensive Qualifying Exam

Total MSW credit hours = 60

ADVANCED STANDING PLAN*Students enter summer (if available)***YEAR ONE**Summer

SOWK 500 Integrative Seminar I	3 hrs.
SOWK 501 Policy	<u>3 hrs.</u>
	6 cr. hrs

YEAR TWOCYF CONCENTRATION SOWK 731, 735, 737

FALL

SOWK 710 DS III	3 hrs.
SOWK 700 Research II	3 hrs.
SOWK 702 AdvField Pract & Seminar I	3 hrs.
SOWK 731 Practice Issues	3 hrs
SOWK 735 Empowerment Practice	3 hrs.
<u>Comprehensive Qualifying Exam</u>	<u>0hrs.*</u>

15 cr. hrs

SPRING

SOWK 620 APO II	3 hrs.
SOWK 701 Capstone/Research III	3hrs.*
SOWK 608 Diversity	3 hrs.
SOWK 703 AdvFld Pract & Semi II	3 hrs.
SOWK 737 Empowerment Pract II	3 hrs.
SOWK Open Elective	<u>3 hrs.</u>

18 cr. hrs.

HMH Concentration SOWK 732, 734, 750, 751

SOWK 710 DS III	3 hrs
SOWK 700 Research II	3 hrs
SOWK 702 AdvField Pract & Seminar I	3 hrs.
SOWK 732 Practice Issues	3 hrs.
SOWK 734 Empowerment Pract Health	3 hrs.
<u>Comprehensive Qualifying Exam</u>	<u>0hrs.*</u>

15 cr. hrs.

SOWK 620 APO II	3 hrs
SOWK 701 Capstone/Research III	3 hrs.*
SOWK 608 Diversity	3 hrs.
SOWK 703 AdvFld Pract & Semi II	3 hrs.
SOWK 750 Empowerment Pract M/H	3 hrs.
SOWK 751 Chemical Dependency	<u>3 hrs.</u>

18 cr. hrs.

Total Program Hours: 39

Note: Per the School of Graduate Studies, passage of exam and or capstone/research is mandatory for graduation (Revised 1-29-19)

Asterisk (*) Indicates that students must complete the 701 Capstone/Research III and the Comprehensive Qualifying Exam

SCHOOL OF SOCIAL WORK MSW PART-TIME PROGRAM CURRICULUM²**PART-TIME PROGRAM [Entering Fall 2019](Revised 4-2-2019)****Students Enter Fall****YEAR ONE (Starts in Summer, then Fall, Spring)**FALL

SOWK 601 HBSE I	3 hrs.
SOWK 604 D S I	3 hrs.
SOWK 603 APO I	<u>3 hrs</u>
	9 hrs.

SPRING

SOWK 602 HBSE II	3 hrs.
SOWK 610 DS II	3 hrs.
SOWK 620 APO II	<u>3 hrs.</u>
	9 hrs.

SUMMER

SOWK 501 Policy	3 hrs.
SOWK 710 DS III	3 hrs.
SOWK 608 Diversity	<u>3 hrs.</u>
	9 hrs.

Yr 1 Total: 27 hrs**YEAR TWO**

SOWK 606 Field I	3 hrs.
SOWK 731/732 PrISS	3hrs
	6 hrs.

SOWK605 Research I	3 hrs.
SOWK 607 Field II	3 hrs.
SOWK 735/734 EMP PR	3 hrs
	9 hrs.

SOWK Elective	3hrs.
SOWK 737/750 EMP Prac	<u>3hrs.</u>
	6 hrs.

Yr 2 Total: 21 hrs

NOTE: Field Practicum time = 225 hrs. per semester

YEAR THREE

CYF Concentration SOWK 731, 735, 737

<u>FALL</u>		<u>SPRING</u>	
SOWK 700 RES II	3 hrs.	SOWK Open Elect.	3 hrs. (Optional)
SOWK 702 Field III	3 hrs	SOWK 703 Field IV	3 hrs.
Comprehensive Exam	<u>0 hrs</u>	SOWK 701 Res III	<u>3hrs</u>
	6 cr. hrs.		9 cr. hrs.
Yr 3 Total: 15 hrs			

NOTE: Field Practicum time = 225 hrs per semester

Total Program Hours = 63; 60 hours without option

H/MH Concentration SOWK 732, 734, 751, 750

SOWK 700 RES II	3 hrs.	SOWK Open Elect.	3 hrs. (Optional)
SOWK 751 CHEM DEP	3 hrs.	SOWK 703 Field IV	3 hrs.
SOWK 702 Field III	3 hrs.	SOWK 701 Res III	<u>3hrs.</u>
Comprehensive Exam	<u>0 hrs</u>		
	9 cr. hrs.		9 cr. hrs.
Yr 3 Total: 18 hrs			

NOTE: Field Practicum time = 225 hrs per semester

Total Program Hours = 66; 63 hours without option

Admission Information and Application Instructions

Southern University at New Orleans
School of Social Work
Master of Social Work Degree Program
6801 Press Drive - New Orleans, Louisiana 70126
(504) 286-5376 – FA X (504) 286-5387

Dear Applicant:

We welcome your interest in pursuing a degree in the Southern University at New Orleans (SUNO) Master of Social Work Program. The SUNO School of Social Work student body is diverse and is composed of local, regional, national, and international students-The School's diverse and highly qualified faculty has provided transforming professional social work education to current students and graduates. Our graduates are widely recognized for their commitment to promoting social change and social justice; and graduates are employed in various professional social work settings throughout the United States.

The MSW curriculum is challenging and requires evidence of values, ethics, and a commitment congruent with the social work profession. **The School of Social Work does not grant academic credit for life or work experiences in lieu of Social Work courses or field content.**

THE M.S.W. CURRICULUM

The School of Social Work program is NOT an on line program, although there are sections of some courses offered on-line. In addition, professor's may choose to have courses web-enhanced, meaning certain course content will be placed on-line, this does not replace attendance in scheduled on-ground courses.

The School of Social Work is committed to advocacy, empowerment and transformation, as both themes and methods which promote the processes of social change and social justice. The themes impose on the curriculum the responsibility for producing graduates committed to the development and implementation of strategies that are directed towards the achievement of cultural action that is liberating and transforming. It is the intention of the curriculum to educate visionaries and social activists, i.e., persons who know and act in contrast to being acted upon. Because the School of Social Work perceives social action to be an essential function of social work, the curriculum focuses on activities and processes at the institutional level as a means of effecting change.

The School of Social Work offers a 63 semester hours for the M.S.W. degree (36 semester hours for advanced standing students) including field practicum experiences. It begins with a generic curriculum drawing from a broad foundation of social science and behavioral theory, social policy planning, research, and evidence-based methodology, which provides the necessary knowledge to meet the fundamental needs of individuals, families, small groups, organizations, and communities. The program is designed to build on this generic base of knowledge, allowing students to develop competency in an area of specialization, which gives focus to the broader range of alternatives for intervention. Students are required to complete a sequenced set of foundation courses prior to selecting a specific field of specialization practice and intervention mode. The curriculum provides the student with learning experiences to develop competencies organized around specializations in: (1) Health/Mental Health (H/MH), or (2) Children, Youth and Families (CYF), in either the direct service or APO methods tracts.

ADMISSION DEADLINES AND CRITERIA

The School of Social Work accepts application from August 1st to the deadline April 1st (Part-time and Advanced Standing students) and fall semester (Full Time students) admission. Early review is given to applications received by February 15th. The School of Social Work reserves the right to extend the application period by a period of 45 days from the scheduled end date. Applications received after the deadlines will be considered as potential resources and if and only if space permit.

Criteria for admission to the M.S.W. program are as follows:

1. An earned bachelor's degree from an accredited college or university. The degree must be

awarded prior to semester of enrollment.

2. **Nine (9) hours of liberal arts courses: Introduction to Psychology, Introduction to Sociology and an Introduction to Biology or General Biology. All core course prerequisites must be completed with a “C” Grade or better.**
3. **An overall undergraduate Grade Point Average of 2.5 or better on a 4.0 scale.**
4. **Evidence of writing skills comparable with a graduate level student.**
5. **Written evidence of a congruent commitment to the social work profession’s values and ethics, expressed professional interest in social work, and experience and relationship with social workers**
6. **Review of references and their letters supporting Master’s social work education potential**

The School of Social Work limits the number of students admitted with a GPA less than 2.5. If admitted, these students are admitted as probationary students and must follow the specific plan to remain in the program. It is strongly suggested that these students meet with their advisors on a regular basis to review their academic progress.

The applications’ instructions should be followed very carefully to avoid possible delays in processing. **It is the applicant’s responsibility to make sure that a complete application packet is sent to SUNO-Graduate Studies by the respective deadlines. The items listed below should be Submitted to Graduate Studies:**

- a. **Completed Graduate Studies and the School of Social Work Applications.**
- b. **\$40.00 nonrefundable application fee** (checks or money orders payable to Southern University at New Orleans, no cash). This fee covers both the Graduate Studies and the School of Social Work applications.
- c. **THREE COMPLETED REFERENCE FORMS.** It is suggested that two of the references-be from college instructors if graduated within the last three years; or a combination of Academic References and/or past or present supervisors from paid and or volunteer experiences. The Committee reserves the right to ask for additional information from the applicant in addition to the written explanation. Reference forms must be mailed directly to Graduate Studies with the signature of the recommender across the sealed flap.
- d. **Personal Narrative Statement** requires a minimum of 3 double-spaced typewritten pages addressing the areas identified.
- e. **Transcripts:** One official transcript from each undergraduate and graduate institution attended. Transcripts are only official when sent directly from the registrar of the institution to the SUNO, Graduate Studies.

A complete application packet and a \$40.00 application fee must be submitted to: Southern University at New Orleans.

**Graduate Studies – Administration Bldg., #309
6400 Press Drive
New Orleans, LA 70126**

All documents provided for admission belong to the University and cannot be returned to the applicant.

PERSONAL STATEMENT

Instructions: Each applicant **must** complete a of 3 to 4 page, double-spaced statement. This statement should be thoughtfully prepared as it is often used instead of a personal interview. **Please make sure your name is on each page of your statement.** Your type-written statement should follow the format below and specifically address the following areas:

- 1) **Significant Relationships:** Discuss the significant relationships with social workers or other persons and paid or voluntary experiences that have influenced your decision to seek a social work career.
- 2) **Cultural, racial/ethnic, religious or other characteristics of diversity that is different from your own:** Describe your experiences with diverse populations and groups and how these experiences have contributed to your interest in social work.
- 3) **Personal Strengths:** Discuss your strengths that will enhance your skills as a professional social worker and those areas that you would like to improve.
- 4) **Professional Readiness:** Discuss how your personal values and, knowledge of social issues prepare you to pursue an MSW degree at this time.
- 5) **Professional Goals:** Discuss your professional goals as they relate to your understanding of the social work profession.
- 6) **Ethical Considerations:**

Example: Heinz’s wife is dying. The druggist has invented a pill that can cure her. Heinz has tried to raise the money to buy it, but it is very expensive and the druggist won’t lower the cost. Heinz breaks in and steals the medicine that will cure her. Was this an ethical, moral act? Why or why not?

**International Applicants: See Graduate Studies Requirements in the University Catalog
SOUTHERN UNIVERSITY AT NEW ORLEANS
SCHOOL OF SOCIAL WORK
MASTER OF SOCIAL WORK ADMISSION APPLICATION**

The School of Social Work has a rolling deadline. Early review is given to applications received by February 15th for the fall semester (full and part time) and summer (Advanced Standing only) and received by September 15th for the spring semester (Advanced Standing and part time). Applications received after the deadlines will be considered as resources and space permit. All applications must be received by July 1st for the fall semester and December 1st for the Spring Semester for consideration.

(If the above dates fall on a week-end, the deadline changes to 5:00 p.m. the next work day)

The School of Social Work MSW program is NOT an on-line program. We have sections of some courses that are on line. The School of Social Work does not grant academic credit for life or work experiences in lieu of Social Work courses or field content.

PLEASE TYPE OR PRINT IN INK

Applicants must enroll and follow one of three structured plans. Please indicate the plan for which you are applying:

Standing Full-Time Part-Time Advanced

Name _____
Last First Middle

Re-entry Student: Last year attended SUNO School of Social Work Program: Semester _____ Year _____

Name used when last attended: _____
Last First Middle

Social Security Number (last 4 only) _____

Mailing Address _____

City _____ State _____ Zip Code _____

Home Telephone () _____ Work Telephone () _____

Cell () _____ E-Mail Address _____

Person to contact in case of emergency _____ Telephone () _____

Are there any special Accommodations? Yes _____ No _____ If yes, please contact the University's Disabled Students Organization (DSO). _____

Which of the Social Work Practice areas are you tentatively interested in pursuing?

- Direct Practice with Children, Youth and Families
- Administration, Planning and Organizing with Children, Youth and Families
- Direct Practice in Health/Mental Health
- Administration, Planning and Organizing in Health/Mental Health
- Undecided

EDUCATION (Please type or print)

List in chronological order all universities and colleges attended. List your name as recorded on each transcript.

Name of School	Dates of Attendance	Date of Degree	Name on Transcript

TRANSFER CREDIT(s): Complete the following for an evaluation of up to 12 hours of transfer credits. Course descriptions, syllabi and Letter of Good Standing from Dean or Program Director required. Only courses completed 5 years prior to the semester of M.S.W. enrollment with a grade of B or above will be evaluated.

Name of M.S.W. Program	Course Title	Credit Hours & Grade	Dates of Attendance

Have you completed an Introductory Statistics course within the past 5 years with a grade of C or better?

Yes No

If yes,

Name of School	Year	Course Title	Grade
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If no, it is necessary to take an Introductory Statistics course from an accredited college or university of your choice prior to enrolling in SOWK 700 (Research) or students have the option to test out of Elementary Statistic course.

EXPERIENCE (Please type or print) Use additional sheet if necessary.

Social Work Field Internship:

1. Agency

Name	Address
------	---------

Describe Duties:

2. Agency

Name	Address
Describe Duties: _____	

Paid Social Work Experience (Please use additional paper if needed):

1. Organization

Name	Address
Job Title: _____	Length of Employment _____ From ___/___ To ___/___
Describe Duties: _____	

2. Organization

Name	Address
Job Title: _____	Length of Employment _____ From ___/___ To ___/___
Describe Duties: _____	

Volunteer Experience (Please use additional paper if needed):

1. Organization

Name	Address
Number of hours per week _____	Length of Volunteer Experience _____ From ___/___ To ___/___
Describe Duties: _____	

General Employment (Other than Social Work):

1. Organization

Name	Address
Job Title: _____ Length of Employment _____ From ___/___/___ To ___/___/___	
Describe Duties: _____ _____ _____	

2. Organization

Name	Address
Job Title: _____ Length of Employment _____ From ___/___/___ To ___/___/___	
Describe Duties: _____ _____ _____	

Military/Veteran Status: Are you a veteran? _____ Yes _____ No

The following information is optional and is used for identifying and reporting admission trends.

AGE	GENDER	CITIZENSHIP
___ 25 yrs & under ___ 26 - 30 yrs	___ 31 - 40 yrs ___ 41 yrs & over ___ Male ___ Female	Citizen of the U.S. Yes ___ No ___ If no, Citizen of _____

ETHNICITY

___ African American/Other Black	___ White (non-Hispanic)	___ Chicano/Mexican American
___ Puerto Rican American	___ Other Latino/Hispanic	___ American Indian/Native
___ Asian American/Other Asian	___ Pacific Islander	___ Other

___ **Multiple Race/Ethnicity**

I certify that the answers I have given to each and all of the foregoing questions are true to the best of my knowledge. I know that falsification of any information on this form will subject me to dismissal from the School of Social Work. I further certify that I have read and understand the instructions for the completion of this application.

Date _____

Signature _____

**A NON-REFUNDABLE Application Fee of \$40.00 should accompany the application.
Checks or Money Orders (NO CASH)**

Return your complete application and application fee:

**Southern University at New Orleans
Graduate Studies – Administration Bldg. #309
6400 Press Drive
New Orleans, Louisiana 70126**

PLEASE NOTE: The Southern University Board of Supervisors in compliance with Title VI of the Civil Rights Act of 1964 of the Education Act of 1972 reaffirms its present policy that all Southern University at New Orleans admissions criteria, services, programs and employment under the legal control of Board shall be maintained on a non-discriminatory basis, without regard to sex, race, color, creed, disability or ethnic background at all times.

Independent Study Course Agreement Form



INDEPENDENT STUDY AGREEMENT FORM

SEMESTER: _____

DATE: _____

STUDENT: _____

INSTRUCTOR: _____

COURSE TITLE: _____

COURSE HOURS: _____

COURSE DESCRIPTION:
(PROVIDE A SYNOPSIS OF MAJOR THEMES AND CONTENT AREAS)

(PLEASE ATTACH A SYLLABUS TO THIS FORM)

RATIONALE:
(STATE REASON FOR INDEPENDENT STUDY REQUEST)

COURSE OBJECTIVES:

PLAN OF ACTION:
(STATE WHEN AND HOW LONG THE CLASS WILL MEET AND FOR WHAT PURPOSES)

EXPECTED OUTCOMES AND METHOD OF EVALUATION:

EXTRA COMPENSATION FOR THE INSTRUCTOR? YES () NO ()

APPROVED?

STUDENT SIGNATURE _____ **DATE** _____

INSTRUCTOR SIGNATURE _____ **DATE** _____

ADVISOR SIGNATURE _____ **DATE** _____

DEPT. CHAIR _____ **DATE** _____

COLLEGE DEAN _____ **DATE** _____

V.C. ACADEMIC AFFAIRS _____ **DATE** _____

(PLEASE ATTACH A SYLLABUS TO THIS FORM)

**Southern University at New Orleans
School of Social Work**

Independent Study Course Information

SOWK 730 – 3 cr hrs

This course is designed to allow students additional learning regarding topics of interest in conjunction with a Social Work faculty member. This course is not designed to substitute for a required social work course. SOWK 730 can substitute for a Social Work elective. A student request must be made to the dean explaining the need for an independent study course.

A faculty member identified by the student and approved by the dean will teach SOWK 730. The student and selected faculty must develop a course plan and submit to the student's advisor and program director for approval signatures. The faculty person submits the course grade at the end of the semester.

The course is one-on-one. Meeting time is arranged between faculty and student. The student meets with the faculty member individually.

PROCEDURE:

1. Select topic of your choice
2. Contact a Social Work faculty member who is interested in your topic and agrees to be your instructor for Independent Study.
3. Verbal agreement is given to student by faculty member.
4. Student registers for course.
5. Independent Study Agreement Plan form is completed by faculty member and signed by faculty member, student and advisor and program director.
6. Copy is given to student and placed in student's folder.
7. The final grade for SOWK 730 independent study is entered by the faculty person at mid-term and the end of the semester.

Southern University at New Orleans
School of Social Work

Independent Study Course Agreement Form

(please check) SOWK 430 SOWK 730 SOWK 7301

Student's Name _____ SUNO ID# _____

Student's Email Address _____ Phone _____

Instructor's Name _____

Is this course substituting for an Open Elective? Yes No

I. Topic of Interest: _____

II. Overview of course content: _____

III. Evaluation Criteria (Assignments, papers, Exams, etc.); Due date; & Percentage towards the final grade: _____

IV. Meeting Arrangements: _____

V. Comments: _____

Student's Signature _____ Date _____

Instructor's Signature _____ Date _____

Advisor's Signature _____ Date _____

Important links

School of Social Work – <http://www.sunno.edu/page/colleges-schools-social-work>

SUNO Catalog – <http://www.sunno.edu/page/academic-catalogs>

CSWE Educational Policies – https://cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx

NASW Code of Ethics - <https://www.socialworkers.org/about/ethics/code-of-ethics/code-of-ethics-english>

STUDENT ORGANIZATIONS

SOUTHERN UNIVERSITY AT NEW ORLEANS
STUDENTS OF SOCIAL WORK (SOS) ASSOCIATION
BY-LAWS

I. The name of the organization shall be:

STUDENTS OF SOCIAL WORK ASSOCIATION, S.O.S.

II. Purpose

S.O.S. is a self-determining organization of undergraduate social work students, with the following purposes:

1. To provide an opportunity for student participation in the School of Social Work and its operation.
2. To provide a forum for addressing social issues of interest and concern to social work students.
3. To provide a broader theoretical and practical view of social work than can be acquired in classroom settings.
4. To constitute a vehicle for student involvement in advocacy, empowerment, and transformation in programs and services that cannot be acquired in classroom settings.
5. To provide a structure through which social work students can discuss and take action on matters of mutual concern in the school and in the community.
6. To encourage and facilitate student involvement in educational, professional, and practical standards at the national, regional and local levels.

III. Membership

Any person who adheres to the constitution and by-laws of the organization may become a member. Such persons must be students of social work and/or social work education.

IV. Financial Responsibilities

1. No dues required. Donations for activities may be requested and collected as needed

V. Officers

1. President
2. Vice-President
3. Recording Secretary
4. Financial Secretary
5. Treasurer
6. Sergeant-at-Arms/Parliamentarian
7. Representatives-at-Large
(2-Day Reps. & 2 – Evening Reps.)
8. Public Relations Limited to six (6)
9. Chaplain (appointed)

Duties

1. The **President** shall be the official representative of S.O.S. She/he shall preside of all meetings of the organization and all meetings of the Executive Committee. She/he shall delegate other responsibilities as designated by the organization. She/he shall be available for consultation on all major policies. She/he shall make all appointments that are not otherwise specified in the constitution. She/he shall approve or reject the budget and/or disbursement of various budget requests and/or general fund allocation.
2. The **Vice-President** shall be responsible for the functioning of all standing committees. She/he shall serve as co-chair of the Emergency Relief Fund. She/he shall recommend approval or rejection of the various budget requests. She/he shall fulfill the duties of the President in case of absence or disability.
3. The **Recording Secretary** shall be responsible for recording and compiling all minutes of proceeding of the organization, Executive Committee meetings, and any general membership meetings.
4. The **Financial Secretary** shall be responsible for recording all funds received and issuing receipts for such funds. She/he shall be responsible for maintaining records of all financial transactions. She/he shall assist in the development of budgets.
5. The **Treasurer** shall be responsible and accountable for the receipts, deposits,

withdrawals, and disbursement of all funds in conjunction with the President and Financial Secretary.

6. The **Sergeant-at-Arms/Parliamentarian** – As Sergeant-at-Arms, He/she shall bring to order and maintain order throughout the duration of all organization, Executive Committee and general membership meetings. As Parliamentarian he/she shall advise the presiding officer on questions of procedure in transacting the business of the assembly legally, efficiently and impartially. He/she is there to state ruling or give his/her interpretation of it. (He/she does not make decision). He/she is charged with maintaining the current state of the Constitution by amending, modifying, and/clarifying the document as set forth by the rulings of the Executive Committee.
7. The **Representative-at-Large** (2-evening and 2-day students) shall be responsible for talking to the social work students in their school attendance times to bring to surface their problems and concern. They are the “mouthpiece” for students who are unable to attend the meetings.
8. The **Public Relations** persons are responsible for assuring that any S.O.S. sponsored function is adequately advertised to the student body (flyer, posters, and passing out flyers). The chairperson for public relations will be responsible that any and all pertinent S.O.S. information be submitted in the form of typewritten press release to the SUNO public relations office. Also, these persons must share the important responsibility of assuring all paperwork necessary for S.O.S. function is complete. (Refer to student affairs office for details.) The chairperson shall also act as Editor-in-Chief of the S.O.S. newsletter and shall delegate duties as she/he deems necessary. While all Executive Officers are to actively seek sponsorships to the S.O.S. newsletter, the P.R. staff is to actively solicit, co-ordinate, and accept or reject printed advertisements. The size of the staff is limited to six (6).
9. The **Chaplain** is to serve as Spiritual Counsel to S.O.S. This is an appointed position so as to maintain continuity with leadership.

VI. Election of Officers

- a. Election of Officers shall be held during the spring semester Seminar for Majors.
- b. Elected Office shall be held for one calendar year, (from June to May).
- c. Elected officers may run for re-election to one additional term, limited to two terms for their respective office. Elected Officers may however run for any other office with the same two-term limitation for each.

VII. Removal of Officers

Any member of the body may submit in writing a formal statement of charges to the investigating committee which will report its findings to the entire body within a period

of thirty days and in a regular or special meeting. Final action shall be determined by the body; and 2/3 of the members present shall be deemed necessary for the removal of a person from office. At least nine S.O.S. members must be present.

Grounds for the Removal of an Officer

1. Has not attended at least 60% of all called S.O.S. meetings (submitted, written excuses that are deemed reasonable are considered) at semester end.
2. Mis-management of S.O.S. resources.
3. Deliberately giving false information at a S.O.S. meeting.
4. Violating the trust and confidentiality of any member requesting financial assistance.
5. Committing an act that reflects negatively on S.O.S. and the School of Social Work (must be evident).

VIII. The Executive Committee

The Executive Committee shall consist of the officers and chairperson of standing committees and two (2) elected representatives of the evening division. The Executive Committee may exercise such powers of the organization that may be necessary between meetings. The Executive Committee may exercise its powers with 2/3 of the committee present. The President may take votes over the phone if needed, but these votes must be written and verified at a subsequent S.O.S. meeting.

IX. Replacement of Officers

Upon the creating of a vacancy of the office of President, the Vice-President shall fill the position; all other vacancies with remaining terms shall be filled by the President.

X. Standing Committee

1. Program
2. Nomination
3. Membership
4. Fund Raising
5. Relief

XI. Meetings

1. Meetings shall be held 3 – 5 times per semester.
2. The President shall exercise the authority to call special meetings.
3. Notification of all regular meetings shall be given at least 7 days in advance. Special meetings can be held with at least 24 hrs notice.

4. A quorum shall consist of 2/3 of the elected officers of the organization.

XII. Amendments

Rules can be amended at any regular meeting of the organization by a 2/3 vote of the members present, provided that no less than 2/3 of the elected officers are present and provided the amendment was submitted in writing at the previous meeting. No amendment to the constitution or bylaws shall be permitted without at least equal notice and a 2/3 vote.

XV. S.O.S. Role in Student Grievances

S.O.S. is an appropriate vehicle by which any member student may file a grievance against a faculty member, institutional policy or procedure. The purpose of S.O.S.'s involvement in the grievance process.

SOUTHERN UNIVERSITY AT NEW ORLEANS
CONSTITUTION AND BY LAWS
MEN OF SOCIAL WORK ASSOCIATION

**Committed to supporting the values and commitment of the Social Work
Profession through Program Development, Volunteer Work and to
Provide new linkages to the community of Social Work in the New Orleans
Metropolitan Area**

MEN OF SOCIAL WORK ASSOCIATION

CONSTITUTION AND BY-LAWS

I. The name of the organization shall be:

MEN OF SOCIAL WORK ASSOCIATION (M.O.S.W.A.)

II. Purpose

M.O.S.W.A. a self-determining organization of both graduate and undergraduate male social work students and faculty, whose primary purpose is to support the values and commitment of the Social Work Profession through Program Development, Volunteer Work and to provide new linkages to the community of social work in the New Orleans Standard Metropolitan Statistical Area (SMSA). Our goals are:

1. Reduce the number of at-risk male youths from becoming chemically addicted high school dropouts, gang members, and subsequently falling into a delinquent lifestyle, which will progressively lead to other self-destructive behaviors.
2. Develop an outreach program to educate at-risk youth about the benefits of education, socially acceptable behaviors, stress management, drug and alcohol abuse and the importance of developing critical thinking skills, setting life goals and achieving positive results.
3. Provide a forum for addressing social issues of interest and concern to social work students.

4. Provide a broader theoretical and practical view of social work than can be acquired in classroom settings.
5. Constitute a vehicle for student involvement in advocacy, empowerment, and transformation in programs and services that cannot be acquired in classroom settings.
6. Provide a structure through which social work students can discuss and take action on matters of mutual concern in the school and in the community.
7. Encourage and facilitate student involvement in educational, professional, and practical standards at the national, regional and local levels.

III. Membership

Any graduate/undergraduate male student and/or faculty member interested in social work who adheres to the constitution and by-laws of the organizations may become a member.

IV. Financial Responsibilities

1. Dues shall be \$5.00 per semester
2. All dues are payable no later than the end of the student's first month of enrollment.

V. Officers

1. Faculty Advisors (2)
2. President
3. Vice-President
4. 2nd Vice-President
5. Secretary
6. Treasurer
7. Public Relations Officer
8. Chaplain (appointed)
9. Sergeant-at-Arms

Duties

1. The **Faculty Advisors** shall serve as facilitators, mentors, and developers of all M.O.S.W.A. A. program activities. They along with the **President** shall preside over all meetings of the organization and all meetings of the Executive Committee.
2. The **President** shall be the official representative of M.O.S.W.A. In addition to working as a co-facilitator at all meetings, he shall work directly with **Faculty Advisors** in the development and implementation of policy. He shall delegate other responsibilities as designated by the organization. He shall be available for consultation on all major policies. He shall make all appointments that are not otherwise specified in the constitution.
3. The **Vice-President** shall be responsible for the functioning of all standing committees. He shall work directly with **Faculty Advisors** and the **President** in the development and implementation of policy. He shall fulfill the duties of the President in case of absence or disability.
4. The **2nd Vice-President** shall advise the presiding officer on questions of procedure in transacting the business of the assembly legally, efficiently and impartially. He is there to state ruling or give his/her interpretation of it. He is charged with maintaining the current state of the Constitution by amending, modifying, and/clarifying the document as set forth by the rulings of the Executive Committee. He shall fulfill the duties of the President and/or Vice-President in case of absence or disability.
5. The **Secretary** shall be responsible for recording and compiling all minutes of proceeding of the organization, Executive Committee meetings, and any general membership meetings.
6. The **Treasurer** shall be responsible for recording all funds received and issuing receipts for such funds. He shall be responsible for maintaining records of all financial transactions. He shall be responsible and accountable for the receipts, deposits, withdrawals, and disbursement of all funds in conjunction with the President and Secretary.
7. The **Public Relations Officer** is responsible for assuring that any M.O.S.W.A. sponsored function is adequately advertised to the student body (flyers, posters, and passing out flyers). He will be responsible to see that any and all pertinent M.O.S.W.A. information be submitted in the form of typewritten press release to the SUNO student activity and public relations office. Also, this person must share the important responsibility of assuring all paperwork necessary for M.O.S.W.A. functions be complete.

8. The **Chaplain** is to serve as Spiritual Counsel to M.O.S.W.A. This is an appointed position so as to maintain continuity with leadership.
9. The **Sergeant-at-Arms** shall bring to order and maintain order throughout the duration of all organization, Executive Committee and general membership meetings.

VI. Election of Officers

- a. Election of Officers shall be held in the spring during the month of March.
- b. Elected Office shall be held for one calendar year. (From June to May).
- c. Elected Officers may run for re-election to one additional term, limited to two terms for their respective office. Elected Officers may however run for any other office with the same two-term limitation for each.

VII. Removal of Officers

Any member of the body may submit in writing a formal statement of charges to the investigating committee, which will report its findings to the entire body within a period of thirty days, and a regular or special meeting. The body shall determine final action; and 2/3 of the members present shall be deemed necessary for the removal of a person from office. At least six (6) M.O.S.W.A. members must be present.

Grounds for the Removal of an Officer

1. Has not attended at least 60% of all called M.O.S.W.A. meetings (submitted, written excuses that are deemed reasonable are considered) at semester end.
2. Mismanagement of M.O.S.W.A. resources.
3. Deliberately giving false information at M.O.S.W.A. meeting.
4. Violating the trust and/or confidentiality of any client and/or their respective agency.
5. Committing an act, action or series of actions that reflects negatively on M.O.S.W.A. and/or the School of Social Work (must be evident).

VIII. The Executive Committee

The Executive Committee shall consist of the President, Vice-President, 2nd Vice-President, Public Relations Officer, and the two (2) faculty advisors. The Executive Committee may exercise such powers of the organization that may be necessary between meetings. The Executive Committee may exercise its powers with 2/3 of the committee present. The President may take votes over the phone if needed, but

these votes must be written and verified at a subsequent M.O.S.W.A. meeting.

IX. Replacement of Officers

Upon the creating of a vacancy of the office of President, the Vice-President shall fill the position; all other vacancies with remaining terms shall be filled by the President.

X. Standing Committee

1. Program
2. Nomination
3. Membership

XI. Meetings

1. Meetings shall be held every month (temporarily in Building #12 on the North Campus) or other designated location.
2. The President shall exercise the authority to call special meetings.
3. Notification of all regular meetings shall be given at least 7 days in advance. Special meetings can be held with at least 24 hrs notices.
4. A quorum shall consist of 2/3 of the elected officers of the organization.

XII. Amendments

Rules can be amended at any regular meeting of the organization by a 2/3 vote of the members present, provided that no less than 2/3 of the elected officers are present and provided the amendment was submitted in writing at the previous meeting. No amendment to the constitution or bylaws shall be permitted without at least equal notice and a 2/3 vote.

By-Laws

November, 2006

**Phi Alpha Honor Society
Xi Phi Chapter
Southern University at New Orleans
6801 Press Dr.,
New Orleans, LA. 70126**

CHAPTER 1

Officers of the Executive Committee

- Section 1. The officers of the organization shall consist of a President, Vice-President and Secretary-Treasurer to be elected by a majority vote of the membership.
- Section 2. The President shall preside at meetings of the chapter; appoint such committees as may be provided for by Chapter Constitution or By-Laws or by vote of the chapter; call special meetings of the chapter; be responsible for all Chapters reports; perform the duties or ritual chair at initiation ceremonies, and promote the welfare of the Society and Chapter.
- Section 3. The Vice-President shall perform all duties of the President in the latter's absence or disability and any other duties assigned by the President.
- Section 4. The duties of the Secretary-Treasurer shall be as follows:
- a. To forward to the Treasurer of the Executive Council the following the national initiation fee for each student and faculty initiate prior to his or her acceptance into membership.
 - b. Fulfill such additional duties as may be required by the Executive Committee or by the Chapter Constitution, the By-Laws, resolutions, or vote of the Chapter membership.
- Section 5. A faculty member in the undergraduate or graduate social work program shall serve as the faculty advisor.

CHAPTER II

Organization and Procedures

- Section 1. The Executive Committee shall consist of the President, Vice President, and Secretary-Treasurer.
- Section 2. The Chapter shall meet in official sessions at least twice each year.

- Section 3. Standing Committee may be appointed by the President with the approval of the Executive Committee.
- Section 4. Special committee may be appointed by the President.
- Section 5. The Chapter year shall begin on July 1 and end on June 30.
- Section 6. The Chapter shall maintain adequate and accurate records of its membership activities and finances. Such records shall be kept in such a way as to serve as a permanent and historical record.
- Section 7. Qualified persons may be inducted into membership anytime of the year.
- Section 8. Election of officers shall be held once each year and at other times when a vacancy occurs.

CHAPTER III

Membership

- Section 1. An undergraduate student is eligible for active membership after achieving the following National minimum requirements and meeting local Chapter requirements:
- a. Declared social work as a major.
 - b. Achieved sophomore status.
 - c. Completed 8 semester hours or 12 quarter hours of required social work courses.
 - d. Achieved an overall grade point average of 3.0 on a 4.0 scale.
 - e. Achieved a 3.25 grade point average in required social work courses.
 - f. Local chapter may establish higher eligibility requirements.
- Section 2. A graduate student is eligible for active membership after achieving:
- a. A minimum of one term of course work.
 - b. A grade point average of 3.5 on a 4.0 scale.
 - c. Local Chapters may establish higher eligibility requirements.
Amendment 1: (October, 2008): Eligible students must agree to and participate in, a volunteer community service activity, engage in on-campus and off-campus chapter activities;
Revision to Amendment 1: (November, 2010): Each applicant must submit documentation (on official stationary) of prior community volunteer activities from a community organization, group, or agency along with the letter of intent, transcript, and application.
- Section 3. A faculty member may be granted membership by invitation of the Executive Committee

and approval of the Chapter membership.

- Section 4. The Executive Committee with the approval of the membership, may grant Honorary Membership to a maximum of two individuals per year who have made outstanding contributions to the field of social work. Honorary members shall not be assessed membership dues.
- Section 5. The method of granting membership shall be in accordance with procedures established by the local chapter.
- Section 6. Any member may be expelled from membership for reasons of academic or personal conduct unbecoming a student of social work, by a three-fourths vote of the chapter, after a thorough investigation has been made by the Executive Committee, and the members so charged has been granted an impartial hearing before the Executive Committee. Dismissal from the Social Work program or College/University is cause for automatic recommendation for expulsion.

CHAPTER IV

Dues

- Section 1. The initiation fee shall be of sufficient amount to include the following:
- a. The initiation fee required by the National Society.
 - b. The initiation fee required by the local chapter.
- Section 2. Annual chapter dues shall be established in accordance with chapter needs by action of the Executive Committee and a three-fourths vote of the chapter membership present.
- Section 3. Special fees may be levied by the Executive Committee with a three-fourths vote of the chapter membership present.

CHAPTER V

Amendments

These By-Laws may be amended by a majority vote of the Executive Committee and upon ratification by a three-fourths vote of the membership.

AFFIRMATIVE ACTION STATEMENT

Membership shall be available to all eligible persons without regard to age, gender, color, race, creed, ethnic or national origin, political or sexual orientation, or disability.

➤ **TIPS TO AVOID CHEATING OR PLAGIARISM**

- Familiarize yourself with the SUNO "Cheating and Plagiarism Policy". (See above)
 - Prepare thoroughly for examinations and assignments.
 - Take the initiative to prevent other students from copying exams or assignments; for example, shield answer sheets from other students during examinations, and do not loan completed assignments to other students.
 - Check your subject outlines dealing with cheating/plagiarism for the subject. Ask the faculty member what his or her expectations are, particularly concerning collaboration and citation.
 - Do not look in the direction of other students' papers during examinations.

 - Utilize a recognized handbook for instruction on citing source materials in papers. Consult with faculty or academic departments when in doubt. (The School of Social Work Recommends the APA Writing Manual). Cite the source of all ideas of another person in your written work using the style of citing source material the course instructor directs you to use. The American Psychological Association (APA) style and Modern Language Association (MLA) style are frequently used styles.
 - Discourage dishonesty among students.
 - Refuse to assist students who cheat.
 - Inform the faculty if you are aware of other students cheating.
- **Tips to help you protect your work:**
- Never loan or show your assignments to other students for any reason.
 - Do not work on assignments together, unless indicated to do so by the instructor; particular assignments are group focused;
 - Do not loan or show your assignment to other students "just to show them how it works", which may lead to plagiarism. All students involved in a plagiarism incident will be held equally responsible, regardless of who claims to have created the work or who admits to plagiarism.
 - Do not get involved in detailed assistance to another student on an assignment. If a student is having trouble with an assignment, encourage them to see their instructor. When you try to help them, you may do more harm than good - you

may inadvertently provide them with your solution, and your instructor will not know which students need extra help.

- Ask your instructor for help on an assignment, don't ask another student.
Do not discard printouts of your work without destroying them first. Shred copies of work before discarding them.
- If you are working on a SUNO computer, make sure that you logout as appropriate and delete your personal files from that computer. Do not leave your portable/ micro drives behind and do not loan drives containing assignments to other students.
- Change the permissions on any SUNO accounts that will contain any part of your assignments so that members of the same group as you do not have access to your files and directories. Only grant read and execute permission to 'other' when it is necessary for web-based work.
- When submitting an assignment via the web, make sure that it is password-protected. Submit online through Bb and or the designated site specified by the professor.
- Make sure your course account passwords are secure, and never share them with other students.

(Excerpts from Seneca, CSULB, and SUNO Website Handbooks)

References: *(Parts of this document was abstracted and or modified from the following sources):*

CSULB: http://www.csulb.edu/divisions/aa/catalog/2008-2009/academic_information/cheating_plagiarism.html

Seneca: cs.senecac.on.ca/bullets/cheating.html

SUNO Student Handbook 2008, pgs 71-72

Acknowledgement of review and understanding of the policy, standards, definitions, and consequences associated with academic dishonesty with particular attention to Cheating and Plagiarism:

I _____ have read the above information relative to academic dishonesty and have been allowed to ask questions pertaining to the information presented. I fully understand the policy, standards, definitions, and consequences associated with academic dishonesty with particular attention to Cheating and Plagiarism.

Student Signature

Date

Faculty Signature

Date

09.17.09

JSM

LGF

HAR