

TSU-BSW Program

Policy and Procedure Manual

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# SECTION I RATIONALE, MISSION, GOALS AND OBJECTIVES

## Social Work Program Rationale Statement

 Tennessee State University has a service-mix area that includes some 1.1 million people, including all ethnicities, races and socioeconomic groups. The Nashville metropolitan area, including a small rural population requires a variety of social service agencies to serve this population. Additionally, Tennessee State University’s student body and faculty originate from 51 states and more than fifty countries. The Social Work Program is needed to provide leadership and to produce a reservoir of Social Work professionals who can serve diverse populations in Nashville, Middle Tennessee, the State of Tennessee, and the nation.

##

## Social Work Program Mission Statement

 The mission of the Tennessee State University BSW program is dedicated to the enhancement of human well-being, diversity, and social justice through developing and improving systems of public social services, especially for the vulnerable and oppressed, by offering undergraduate training in Social Work with a hybrid model of delivery as a historically Black Institution within the Central Tennessee region.

## Social Work Program Goals

The goals of the Social Work Program are to:

1. Prepare students for professional entry level generalist social work practice to effectively meet the human needs of individuals, families, groups, organizations, and communities in Metro Nashville.
2. Provide students with an understanding of dynamics and consequences of human oppression and discrimination, and with strategies to promote social and economic justice.
3. Prepare students who are committed to lifelong learning and continued personal and professional growth, and to provide leadership in the development of the profession and the service delivery system.
4. Provide students with the content about the social environment of social work practice, the changing nature of this context, and the behavior of organizations, and the change process.
5. Infuse throughout the curriculum the values and ethics of the profession that guide professional social workers in their practice.
6. Provide to students of diverse social, economic, racial and cultural backgrounds the opportunity to become professional social workers.

# SECTION II GOVERANCE

## Governance Structure of the Social Work Program

The Social Work program is located within the Department of Social Work and Urban Studies, one of the eleven academic departments and interdisciplinary studies program of the College of Public Service. The Social Work Program Director reports directly to the Dean of the College of Public Service, is a member of the Dean's Council and is responsible for Budget management and utilization, curriculum review and development, faculty recruitment, selection and orientation, faculty evaluation, promotion and tenure reviews, recommendation of candidates for graduation, and unit planning and assessment.

## Social Work Program Committees

The social work program’s administrative structure consists of ten committees; curriculum, field instruction, student advisory, tenure and promotion, search, library, research, assessment & evaluation, recruitment, admission & retention, Phi Alpha Honor Society, and Dr. Hollace Brooks Symposium. Each committee is chaired by a full time faculty member, and the membership includes faculty, SW Advisory members, and students. Each committee is required to meet at least once a semester. All program full time faculty members serve on program, college and university committees, and Faculty Senate committees. Faculty meetings are held biweekly to discuss primarily administrative and university matters, student and instructional concerns, physical resources, and program planning.

Program related matters are discussed in formal faculty meetings where they are approved or disapproved by consensus of the faculty. The goals and objectives of the program are accomplished through the work of these committees. Student representatives are appointed to each program committee. Faculty has the responsibility for chairing and/or serving on at least one of the above committees. The Curriculum Committee is the major mechanism for making the recommendations for program modification. All faculty participate on the Curriculum Committee and is chaired by the Director. The purpose of the Curriculum Committee is to develop, monitor, and evaluate the overall plan of instruction for the program, approval and make recommendations relative to individual courses, promote and recommend degree requirements to the faculty.

 The Field Education Committee and Advisory Council are the vehicles by which community organizations and social service agencies practitioners contribute to the educational policies and curriculum content. The Field Education Committee reviews program content to ensure that students are equipped with the appropriate practice knowledge and skills to effect planned change or intervention. Specifically, the purpose of the Field Education Committee is to monitor, evaluate and recommend content and policies for strengthening practice settings, practice skills teaching performance, supervision, and training for agency instructors. In addition, the Advisory Council convenes twice per academic year and its purpose is to provide support, review and make recommendations for strengthening the program overall content. The council provides advice and critical feedback in four major areas: field practice, student issues, program policy and curriculum.

 The faculty and staff report to the program director on all matters related to the program. The Director's authority and responsibility includes academic leadership, program management and supervision for the undergraduate program in Social Work. The Director is the chief spokesperson for all aspects of program functioning and is also empowered to delegate part of the authority.

Specifically, the director is responsible for:

* the day to day operations of the program
* faculty procurement, development, supervision, assessment and retention
* student recruitment, advisement, retention and termination
* source identification, acquisition and management
* program planning, modifications and accreditation
* curriculum, course initiation and offerings and course changes
* library acquisitions, assessment and culling
* agency service/learning settings, student placements and evaluation of same
* physical space acquisition and maintenance
* student lounge
* initial response/resolution of grievances
* publicity and public relations matters

 Numerous of the above listed responsibilities are delegated, in part, to other faculty. For example, the Coordinator for Field Education is delegated broad responsibility related to the identification, assessment, utilization and termination of social agencies and settings used for student field instruction. Further, the faculty are delegated responsibility for advising, curriculum matters, course initiation, course scheduling and program assessment and evaluation. Likewise, other matters are delegated, in part or in whole; however, the Director is ultimately responsible for all delegated matters.

 The Social Work Program has full authority over program curriculum within an established committee structure. The Director provides leadership in the development and revision of the curriculum. This includes updating knowledge and developments in the discipline, assessing the overall effectiveness of the curricular offerings, adding new courses and overseeing the program assessment and evaluation procedures of the program in cooperation with the faculty. The program’s curriculum committee serves as the committee charged with curriculum revisions, additions, and modifications, and is comprised of the program director, full time social work faculty, and one social work student;. The program director submits curriculum (course) action request forms for approval into Curriculog, and it goes through an approval process.

The program director also ensures that each syllabus meets university and program standards including course description, objectives, required textbook, content outlines, and bibliography. A common syllabus is used for each section of the course. The director oversees the selection and ordering of textbooks; course syllabi for each course are filed in the office, and placed on the program’s website.

# SECTION III FACULTY

## Faculty

 All full-time social work faculty are on a nine month academic year contract. The program director and field coordinator receive additional compensation for the summer coverage. Faculty members carry an average teaching load of four classes (12 credit hours) per semester. Faculty also serve as educational advisors to approximately 25 students enrolled in the social work program. The program director carries administrative responsibilities together with her teaching and educational advising responsibilities.

 The current practice for teaching load for Tennessee State University faculty is 15 credit hours or its equivalent each semester. The 15 semester credit hours workload includes 3 credit hours for scholarly activities or research. The remaining 12 semester credit hours of teaching per semester may include a combination of teaching of classes, student advising, serving on program and university committees, professional development and engaging in research (Faculty Handbook, pp. 61-62). This is demonstrated through Faculty Workload forms.

 The field coordinator is given released time for the administration and implementation of field education activities. This involves the selection and evaluation of field education settings. The release time provided for the field coordinator is also used for the development of liaison activities between field settings, field instructors, university faculty, and program students. One example of this phase of field coordinator’s activities is the field instructors and students training workshop conducted twice per academic year. The field coordinator teaches Field Education each semester which is a three credit hour course and the field coordinator receives three credit hours on the workload for the activities of this course. The field coordinator receives a 9 month contract with additional compensation for summer coverage and also receives 25% reduction in workload to carry out the responsibilities of that position.

 Program faculty are required to evaluate students within the total university development. The social work program evaluates students based on university requirements. Teaching faculty routinely discuss with students the evaluation procedures for each course during the beginning of the semester. In addition, course evaluation is outlined in each course syllabus.

## Field Liaison Activities and BSW/MSW Supervision

 Field Education is to provide Social Work students with the opportunity to apply theory to actual practice under supervision and guidance of a qualified practitioner within an agency or community setting. The Field Coordinator serves as linkage between agencies and the Social Work program. The agency instructor has the primary educational role with the student while the field liaison acts as consultant and facilitator in the process. Therefore, the Field Liaison teaches the 8 credit hour course and conducts agency-related activities to ensure that Social Work students’ placement experiences are educationally directed. The responsibilities of the Field liaison are to:

1. Confer with student and agency instructor regarding students’ progress and performance. This involves monitoring and evaluating the student performance on an ongoing basis. The Field Liaison will review and approve students’ learning contracts, assist field instructors in enhancing supervisory skills, and provide and assess other resource materials to enhance student learning in the agency.
2. Inform field instructors of programs and curriculum changes that affect student placement activities. The liaison will serve as program linkage interpreting program policies, seeking agencies input for desired changes periodically with the social work program regarding the educational experiences taking place within the placement sites.
3. Serve as a mediator if problems between student and field instructor or any other agency personnel develop, and if other problems arise, will be actively involved in the resolution of that situation.
4. Assess and make recommendations as to the continued suitability of existing agencies and make referrals of potential placement sites.
5. Travel to the placement sites at least twice per semester, travel more frequently if situations indicate the need for additional visits. The field liaison completes a written report on each visit to the agency.

 BSW/MSW Supervision: There are situations in which a field agency and/or setting may offer excellent social work learning opportunities but does not have a professional social worker on staff in the agency to provide social work supervision. Consequently, a student will need additional supervision from a professional social worker to complete the educationally directed learning experience. The accrediting standards of the Council on Social Work Education require social work programs to ensure and monitor students in field placement, providing them with the opportunities for supervised practice application of social work knowledge, values, skills and ethics.

## Faculty Workload Per Semester

Faculty Workload Per Semester 2021-2022

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name** | **Fall 2021** | **Spring 2022** | **Advising (# of Students)** | **Field Liaison (# of students)** |
| Hedgpeth, Jay  | 3 courses (9 cr. hrs.)  | 3 courses (9 cr. hrs.)  | 25 | 0 |
| George, Cynthia | 3 courses (9 cr. hrs.) | 3 courses (9 cr. hrs.) | 25 | 0 |
| Hughes, Shone | 3 courses (9 cr. hrs.) | 3 courses (9 cr. hrs.) | 25 | 0 |
| Dopwell, Donna | 3 courses (9 cr. hrs.) | 3 courses (9 cr. hrs.) | 25 | 0 |
| Washington, Hannah | 3 courses (6 cr. hrs.) | 2 courses (4 cr. hrs.) | 22 | 0 |
| Taylor, Karimah | 1 course (3 cr. hrs.) | 1 course (3 cr. hrs.) | 25 | 0 |
| Bell-Backshear, Jessica | 1 course (8 cr. hrs.) | 1 course (8 cr. hrs.) | 0 | 32 |

ACADEMIC FREEDOM AND RESPONSIBILITIES

The policy governing Academic Freedom is located on the University Policies Weblink. Subject to and in accordance with said policy, Tennessee State University recognizes the principle of academic freedom and responsibility, pursuant to which:

1. The faculty member is entitled to freedom in the classroom in discussing matters related to the faculty member's area of pedagogy and ideas from other cognate areas that present rich opportunities to learners to situate their learning in a broader context.
2. The faculty member is entitled to full freedom in research and in the publication of the results. The university shall make no attempt to regulate research of a faculty member as long as the research does not impair the university, members of the faculty, staff and students.
3. The faculty member is a citizen, a member of a learned profession, and an officer of the University. When the faculty member speaks or writes as a citizen, the faculty member shall be free from University censorship or disciplinary action. However, the faculty member's special position in the community imposes special obligations. As a faculty member and an educational officer, the faculty member must remember that the public may judge the profession and the University by the faculty member's utterances. Hence, a faculty member should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that as an individual, the faculty member does not speak on behalf of the University, its administration or its Board of Trustees.
4. Academic freedom, responsibility, and tenure are decisively important factors in the viability of Tennessee State University. Academic freedom -- the free search for and exposition of knowledge -- is essential to fulfill the ultimate objectives of this University and applies to both teaching and research. Freedom of research is fundamental to the advancement of knowledge, and academic freedom in teaching is fundamental for the protection of the rights of the faculty member in teaching and of the student to the freedom of learning. Implicit in the principle of academic freedom are the corollary responsibilities of the faculty who enjoy that freedom.
5. Incompetence, indolence, intellectual-dishonesty, serious moral dereliction, arbitrary and capricious disregard of standards of professional conduct - these are grounds that may constitute adequate cause for dismissal or other disciplinary sanctions against the faculty member subject to the provisions of the Policy on Academic Tenure.
6. The right to academic freedom imposes upon the faculty an equal obligation to recommend appropriate professional actions against fellow faculty members who are derelict in discharging their professional responsibilities. Thus, academic freedom and academic responsibility are interdependent, and academic tenure is adopted as a means to protect the former while promoting the latter.
7. While academic tenure is essential for the protection of academic freedom, all faculty members (tenured or non-tenured) have an equal right to academic freedom and bear the same academic responsibilities implicit in that freedom.

## Hiring Process and Procedures

The hiring of faculty at Tennessee State University proceeds in an orderly manner and in accordance with the policies of the University and the Tennessee State University Governing Board (TBR) as well as in accordance with Equal Employment Opportunity (EEO) guidelines. The process is completed in four stages: 1) Position Requisition; 2) Faculty and Staff Recruitment; 3) Interviewing and Hiring; and 4) Appointment and Orientation.

### Position Requisition

When a position becomes vacant, the Social Work Program Director in consultation with the program faculty completes a University Personnel Request and Position

Announcement form providing detailed information concerning responsibilities and qualifications, salary, the application process, application deadline and other pertinent

information. The Position Announcement and the University Personnel Request form are submitted to the Dean of the College of Public Service who verifies that the budget includes funds for the position. After approval at the Dean's level, it is submitted for final approval to the Executive Vice President for Academic Affairs, Budget Director, and Personnel Director. Effective September 1, 2005, using the PeopleAdmin online tracking system, a Position Requisition is created and submitted for online approval, allowing for a faster routing of requisitions.

### Faculty and Staff Recruitment

After the university position requisition is approved and prior to taking recruitment action, the recruitment plan must be approved by the Affirmative Action Officer. The plan includes, but is not limited to, the following (Tennessee State University Policy and Procedure Statement):

1. proposed job description including the criteria for advertising and screening of the candidates;
2. method of directing the hire (i.e., individual supervisor, search committee, etc.).;
3. composition of search committee and their responsibilities;
4. an advertising plan which provides the following:
	1. advertisements in local or regional newspapers
	2. advertisement in national publication in higher education (i.e. the
5. Chronicle of Higher Education)
6. advertisement in specialized (i.e. NASW; TN-NASW; CSWE) professional publications if appropriate and if budgetary.
7. distribution of the Position Announcement to other State institutions of higher education.
8. posting on the Association of the Baccalaureate Social Work Program Director’s Listserv, and;
9. posting of the Position Announcement in strategic campus locations;
10. participation by other race and/or minority members on all search, select or advisory committees, when practicable
11. all advertisements should duplicate the minimum qualifications stated in job announcement; and
12. the appointing authority or search committee shall maintain a contact log to indicate all contacts made.

In addition, the program director, the dean of the College of Public Service and the

program faculty may forward copies of the Position Announcement to individuals,

institutions, agencies, or organizations to generate interest in the position.

After approval of the Recruitment Plan, the signed form, along with the approved Position Announcement is forwarded to the Human Resources Office for advertising, and then sent to the budgetary head. In the case of appointment of adjunct faculty, equal opportunity effort must include advertisement to establish and build diverse pools; and the Office of Academic Affairs advertises the areas in which adjunct faculty are generally employed and/or which specific needs for adjunct faculty have been identified. Recruitment plans for temporary appointments do not require the approval of the Affirmative Action Officer; and the Human Resources Director works with the requesting department. The Office of Human Resources publishes a weekly list of open positions on the university’s website, and post positions in the lobby area of the Human Resources office.

### Interviewing and Hiring

Effective September 1, 2005, Tennessee State University implemented a new web-based online applicant tracking system, “PeopleAdmin”. All candidates for university positions have the ability to view and apply for job postings using the system’s online features from any location at any time; and are able to track the status of the positions for which they have applied. The hiring managers, the Director of the Social Work Program, and Search Committee members have 24/7 availability via the online system to review employment applications and resumes. The Director of the Social Work Program and the search committee are able to select (search the question text) or post specific questions for initial screening to use to qualify/disqualify candidates or rank applicants based upon a score. The applicants are able to respond to questions online and they can be required to provide an answer to added questions by not being able to proceed to without answering a question with the “required status”. The applicants who qualify are also reviewed on line by the Office of EEOC and Affirmative Action, for EEO compliance prior to scheduling of face to face interviews. The Director of the Social Work Program then invites finalist for the position, usually two-three candidates to the campus for an interview.

### Appointment and Orientation

Among the responsibilities of the program director is overseeing the hiring process from

position requisition to appointment, and the orientation of the new faculty and staff. The search committee makes a recommendation of the candidate to be hired, to the Director and Dean; and after checking employment and personal references for the recommended candidate, the Dean approves and makes recommendation to the Executive Vice President. The Executive Vice President then forwards the recommendation for final approval to the President. The hiring authority rests solely with the President of the University. When the President approves the appointment, he signs the Notice of Employment and Agreement of Employment and returns materials to the Human Resources Office (the Tennessee State University Governing Board must approve appointments at the salary of $75,000.00 or above). Once the Human Resources Office receives the signed Notice of Appointment from the Tennessee State University Governing Board, a formal offer of employment is made and the candidate signifies acceptance by signing the Notice of Appointment.

The orientation for new faculty is provided by the Human Resources Office and by the program director. The program director provides orientation regarding all academic policies and procedures, including those of the university, college, the department and the program.

Faculty Evaluation

Included in the responsibilities of the program director is the supervision and annual evaluation of faculty including monitoring faculty attendance and punctuality; ensuring that classes are covered or that students are notified of cancellations; and encouraging faculty attendance at college and university meetings. The program director oversees the program's committee structure and recommends faculty for college and university-wide committees. The program director seeks to nurture the scholarly development of faculty members by sharing publications, books, and other resources, helping faculty to improve their teaching, and by encouraging involvement in scholarly and professional activities.

### Tenure and Promotion

Administrative and peer channels complete the evaluation of faculty for tenure and promotion. The administrative channel includes the program director, dean and academic Vice President. The peer channel consists of the Social Work tenure and promotion committee’s review and recommendation of faculty for tenure and promotion after they have met the criteria of the Rank and Tenure Policies of Tennessee State University and the Tennessee State University Governing Board. All tenured social work faculty members are eligible to serve on this committee. During the tenure and/or promotion process, the program Director receives from all candidates an application file. The Director then meets with the program's Promotion and Tenure committee to review and assess the file and to vote on the candidates' qualifications for tenure and promotion. A recommendation is then made to the Dean, who refers all applications to the College's Promotion and Tenure Committee. The college committee reviews all applications based upon the University's criteria for tenure and promotion and makes a recommendation to the Dean. Upon approval by the Dean, a recommendation is made to the Executive Vice President/Provost for Academic Affairs. Executive Vice President/Provost for Academic Affairs refers all applications to the University Personnel Committee. This committee reviews applications and makes recommendation to the Executive Vice President/Provost for Academic Affairs. The Executive Vice President/Provost then makes a recommendation to the President and the President makes a final recommendation to the Tennessee State University Governing Board.

### Eligibility for Tenure & Promotion

Academic tenure is awarded only to full-time faculty members who hold an academic rank and meet the minimum criteria for that rank, have been employed pursuant to tenure-track appointments and have completed not less than the minimum probationary period of service, and have been determined by the university to meet the criteria for recommendation for tenure.

Promotion is made objectively, equitably, impartially, and is recognition of merit, achievement and potential, tempered by programmatic and fiscal consideration. A tenured or tenure-track faculty member becomes eligible to apply for promotion when he or she meets the defined qualifications for the various faculty ranks. Promotion is also dependent upon the applicant's demonstrated willingness and ability to work effectively with colleagues to support the mission and common goals of both the institution and the academic organizational unit. Specific criteria for promotion are published in the Faculty Handbook. These criteria are used by the department and college tenure and promotion and University Personnel committees in reviewing applications. These Committees are limited to reviewing the recommendations emanating from the department to assure departmental criteria have been applied fairly in each case. The general criteria include instruction (teaching), research and creative activities, public service and professional activities, potential for professional growth, staffing needs and other factors (i.e. professional degrees, awards, licensure, certification), and ability to achieve the goals of the academic organizational unit and institution. A social work faculty member who applied for tenure and promotion during the fall 2003- 2004 has attained tenure, but not promotion.

### Tenure and Promotion Appeal Procedure

The faculty/candidate tenure appeal process is published in the university Faculty Handbook. A faculty member may request a meeting to be held with the Executive Vice President/Provost for academic affairs. The appeal is made in writing to the university president, responding to the issues discussed with the Executive Vice President/Provost for academic affair, specifically providing additional information and documents for reconsideration of his/her case. If there is a procedural question, the candidate may provide a written description of the aspect of the review process that he/she believes was omitted or inadequate. The university president reviews all appeals materials and notifies the candidate of his decision (Faculty Handbook, p.45-54).

## Support Staff

The Social Work Program has one full time administrative secretary with a Bachelors degree in Business administration and experience in office management, who has been with the program since September, 2002. Additionally there are at least two work- study student employees who provide support to faculty and the secretary during the academic year.

## Physical Facilities

The Social Work Program has two assigned classrooms, a student lounge and a conference room located on the third floor of the Jane Elliott (Women’s Building). Additional classrooms are also scheduled in other buildings on the main campus and Avon William’s downtown campus. There is a resource library (office area) with two computers and a printer for use by social work majors. There is a copier and one fax machine located in the office reception area, and another in the program director’s office. The program’s facilities provide close proximity for student advisement, instruction, administration, meetings, and other program social activities. Additionally, there is a SMART (Technological) classroom located on the second floor of the building for use by both the Social Work and Urban Studies programs.

The program has seven desktop computers, two laptop computers, with eight printers for faculty, staff and student usage. There are also two FAX machines, a copier, scanners, video camera and tripod, overhead and power point projector, digital camera and two VCR and monitors. For word processing there is Microsoft Word, Microsoft Office 365, SPSS, EXCEL (statistical research), Microsoft Outlook, Adobe Reader, and other software available to the program. All computers and printers and other equipment are newly purchased, so faculty and staff have found the offices, classroom space, and other equipment to be sufficient and appropriate to their needs.

The social work students have access to two Personal Computers (PC's) with similar software as stated above, and a printer. While the program does not have a designated computer lab, students have access to computer labs throughout the campus, which are opened throughout the day and night.

# SECTION IV PROGRAM REQUIREMENTS

## Departmental Requirements for Bachelor of Science in Social Work

A student must complete a minimum of 120 semester hours to receive a degree. A minimum of 60 of the semester hours must be in courses on the 3000 and 4000 level. A minimum of 45 semester hours is required in social work professional courses, 18 related liberal arts perspective semester courses, and 42 semester hours of general education courses; and 15 hours of other general education courses.

### General Education Core

ENGL 1010, 1020 Freshman English I, II 6

 (minimum grade of C in each)

ENGL 2013 Black Arts and Literature 3

ENGL 2023 Black Literature: Short Story and Novel 3

HIST 2010, 2020 American History I, II 6

MATH 1110 College Algebra I 3

BIOL 1010, 1011L, Introduction to Biophysical Science I, II 8

  1020, 1021L and laboratories

ECON 2010 Principles of Economics I 3

POLI 2010 American National Government 3

PSYC 2010 General Psychology I 3

SOCI 2010 Introduction to Sociology 3

COMM 2200 Public Speaking 3

ART 1010 or

  MUSC 1010 Art Appreciation or Music Appreciation 3

THTR 1020 Introduction to Drama 3

PHIL 1030 Introduction to Philosophy: 3

 Contemporary Moral Issues

UNIV1000 Freshman Orientation 1

Free Electives 6

 Total 60 semester hrs.

### Upper-division Admission

For admission into the upper-division program of the Social Work major, students must complete all of the requirements listed above under General Education Core. In addition, they must have removed all high school deficiencies, earned a cumulative grade point average of 2.3 on college-level coursework, and completed the application process for the Social Work Program.

### Professional Curriculum

In the professional phase of the Social Work Program, students must complete a minimum of 45 semester hours of Social Work courses, and 18 hours of related liberal arts perspective courses. Social Work majors must earn at least a C grade in the required social work courses. Students who earn less than a C grade must repeat them until they earn a C grade. Enrollment in Social Work courses 3300, 3350, 3400, 3450, 3500, 4601, 4800, 4850, 4100, 4200 and 4900 is limited to Social Work majors only:

SOWK 2010 Introduction to Social Work 2

SOWK 2100 Social Work Interviewing Skills 3

SOWK 3300 Human Behavior and the Social Environment I 3

SOWK 3350 Human Behavior and the Social Environment II 3

SOWK 3400 Social Welfare Policy 3

SOWK 3450 Social Welfare Policy Analysis 3

SOWK 3500 Social Work Practice I 3

SOWK 4601 Social Work Practice II 3

SOWK 4800 Social Work Research I 3

SOWK 4850 Social Work Research II 2

SOWK 4100 Field Instruction 8

SOWK 4200 Field Instruction Seminar 3

SOWK 4900 Senior Seminar in Social Work 1

SOWK 3000/4000 Social Work Electives 5

SOCI 3000 Social Statistics 3

SOCI 3600 The Family 3

PSYC 3510 Developmental Psychology 3

POLI 4200 Legislative Process 3

ENGL 3107 Technical Report Writing – SOWK 3

 Total: 60 semester hrs.

To fulfill the need for more exposure in social welfare agencies, all students are required to have a participatory observation experience prior to field placement. During the sophomore year, all Social Work majors observe and participate in two social services agencies for a minimum of 30 clock hours. In the junior year, students complete two written agency profiles. Students participating in a regular volunteer program may use that experience in lieu of the observation and participation. Both requirements must be met prior to being admitted to field education program.

Students must spend a minimum of 400 clock hours (1 semester) in field education in selected social service agencies and organizations, while registered for SOWK 4100 Field Instruction. This course provides students with an opportunity to apply theory to actual practice under supervision and guidance of a qualified practitioner. Students are evaluated on the basis of their growth and development in relation to the program’s formal education outcomes. Students must have a cumulative grade point average of at least 2.0 and must have earned the grade of C or better in SOWK 2010, 2100, 3300, 3350, 3400, 3450, 3500, 4601, and 4800, as well as in SOCI 3000, before being admitted to Field Education. No academic credit is given for life experience or prior work experience. Only Social Work majors are admitted to the Field Education program.

Academic credit for life experience and previous work experience will not be given, in whole or in part for field placement or of courses in the professional curriculum areas. Statements of this policy can be found in the University Catalog, pp. 112, the Social Work Student Handbook, program brochure and the Field Education Manual.

## Bachelor of Science Degree In Social Work Four-Year Plan

FRESHMAN YEAR

FALL SEMESTER HR SPRING SEMESTER HR

ENGL 1010 3 ENGL 1020 3

HIST 2010 3 HIST 2020 3

BIOL 1010, 1011 4 BIOL 1020, 1021 4

MATH 1110 3 ART or MUSC 1010 3

SOCI 2010 3 POLI 2010 3

UNIV 1000 1 16 17

SOPHOMORE YEAR

FALL SEMESTER HR SPRING SEMESTER HR

SOWK 2010 2 SOWK 2100 3

ENGL 2013 3 ENGL 2023 3

ECON 2010 3 PHIL 1030 3

COMM 2200 3 HUM Elective 3

PSYC 2010 3 Free Elective 3

Free Elective 3 15

 17

JUNIOR YEAR

FALL SEMESTER HR SPRING SEMESTER HR

SOWK 3300 3 SOWK 3350 3

SOWK 3400 3 SOWK 3450 3

SOCI 3600 3 SOWK 3500 3

PSYC 3510 3 ENGL 3107 3

POLI 4200 3 SOWK Elective 2 or 3

 15 (3000/4000 Level) 14/15

SENIOR YEAR

FALL SEMESTER HR SPRING SEMESTER HR

SOCI 3000 3 SOWK 4900 1

SOWK 4601 3 SOWK4850 2

SOWK 4800 3 SOWK 4100 8

SOWK Elective, 3 SOWK 4200 3

3000/4000 Level 12 14

Total: 120 credit hours

## Course Descriptions

Social Work (SOWK)

Course marked with an asterisk (\*) are required for Social Work majors. Courses marked with an M are limited to Social Work majors.

\*SOWK 2010 Introduction to Social Work (2). Introduction to the generalist perspective of social work practice and the profession of Social Work. This course will help students develop a more authentic understanding and appreciation of the profession. Students will be exposed to what social workers do and the importance of considering the environmental context that surrounds all decisions.

\*SOWK 2100 Social Work Interviewing Skills (3). Introduction to Social Work generic interviewing skills, essential facilitative qualities, and professional integrity. Emphasis on working with culturally and psychologically diverse, and oppressed client systems. Prerequisite: SOWK 2010.

\*(M) SOWK 3300 Human Behavior and the Social Environment I (3). A bio-psychosocial examination of human beings from conception through old age and death. The focus is on humans as systems and the person – environment fit. Prerequisites: SOWK 2010, 2100, PSYC 2010. Co-requisite: PSYC 3510. Enrollment limited to Social Work majors only.

\*(M) SOWK 3350 Human Behavior and the Social Environment II (3). A description and analytical examination of families, groups, communities and organizations as they affect and are affected by the social environment. Prerequisite: SOWK 3300. Enrollment limited to Social Work majors only.

\*(M) SOWK 3400 Social Welfare Policy (3). Examination of the historical development of the social welfare system and the establishment and evolution of social welfare policies, practices and programs from 1500 to the present. Offered fall semester only. Prerequisites: SOWK 2010, HIST 2010 & 2020, PHIL 1030, and ECON 2010. Enrollment limited to Social Work majors only.

\*(M) SOWK 3450 Social Welfare Policy Analysis (3). A critical analysis of contemporary social policies and programs for social work practitioners. Emphasis is on developing and using a practical method for analyzing and interpreting current programs and policies directed at meeting human needs. Prerequisite: SOWK 3400, ECON 2010. Offered spring semester only. Enrollment limited to Social Work majors only.

\*(M) SOWK 3500 Social Work Practice I (3). Provide a comprehensive study to the general problem-solving method used in generalist social work practice with client systems of various sizes including individuals, families, groups, communities, and organizations. Prerequisites: SOWK 2010, 2I00, 3300, PSYC 3510. Co-requisites: SOWK 3350. Enrollment limited to Social Work majors only.

SOWK 3601 Ethnic and Minority Concerns in Social Work (2). A course designed to emphasize the general method of social work practice with ethnic minorities, with a focus on the diverse community and the issues of multiculturalism. Prerequisite: admission to upper division.

\*(M) SOWK 4601 Social Work Practice II (3). Systematic use of the generalist perspective of social work practice and experiential use in working with groups, communities, and organizations from diverse populations, using the NASW Code of Ethics in social work methods of intervention. This course is a continuation of practice sequence initiated in SOWK 3500. Prerequisite: SOWK 3500 Enrollment limited to Social Work majors only.

\*(M) SOWK 4800 Social Work Research I (3). The rationale, principles, ethics, goals, methods, and techniques of the scientific research process in social work. Offered Fall semester only. Prerequisites: SOWK 3500, MATH 1110, SOCI 3000, and BIOL 1010 & 1020. Enrollment limited to Social Work majors only.

\*(M) SOWK 4850 Social Work Research II (2). The development and implementation of a practice-related research design. Emphasis is on data collection, data analysis, and reporting of data collected in field placement. Prerequisite: SOWK 4800. Co-requisites: SOWK 4100, 4200. Enrollment limited to Social Work majors only.

SOWK 4000 Social Work Intervention in Health (2). A course designed to acquaint the student with the symptoms, etiology, and physical and emotional aspects of acute and chronic diseases, illnesses, and disabilities, with the development of comprehensive medicine involving the whole person in his or her milieu. Emphasis is placed on acquiring knowledge regarding social aspects of illness, as well as use of community resources for the continuation of preventive methods. One hour per week is devoted to participatory observation at a health-related agency. Prerequisite: admission to upper division.

\*(M) SOWK 4100 Field Instruction (8). Field instruction is a course designed to provide the student with the opportunity to apply and integrate academic content and to develop skills that meet the requirements for entry-level professional social work practice. Supervision in the field is provided by a qualified practitioner committed to undergraduate social work education. Students are required to spend a minimum of 400 clock hours in an educationally oriented field practicum. Seniors are admitted after the completion of a formal admission process, including recommendation by the student’s advisor. Prerequisites: completion of general education core, SOWK 2010, 2100, 3300, 3350, 3400, 3450, 3500, 4600, 4800, SOCI 3000. Co-requisites: SOWK 4850, 4200. Enrollment limited to senior Social Work majors only.

\*(M) SOWK 4200 Field Instruction Seminar (3). A course to give students in field instruction an opportunity to discuss and share agency experiences and to relate social work theory to direct field practice. Discussion in the Seminar moves from the level of personal experiences to abstraction. Co-requisites: SOWK 3850, 4100. Enrollment limited to Social Work majors only.

SOWK 4461 Child Welfare I: Introduction to Programs, Policies and Practice (3). Course designed to identify behaviors common to abusive and neglectful parents and children who have been abused. Specific emphasis is placed on the development of interventive skills for working with the families. Knowledge of the law in child abuse and neglect is one of the foci. Prerequisite: admission to upper division.

SOWK 4401 Child Welfare II: Skills for Solutions and Permanency for Children and Families (3). General knowledge of the basic concepts of social work principles and practice as a method of helping children and adolescents with their social problems. Course acquaints students with the social agencies and the social welfare system and their roles in providing services to children and youth. The course also increases the student’s understanding of the adolescent peer group, family relationships, emotional and physical development, and role. Prerequisite: admission to upper division.

SOWK 4700 Gerontological Social Work (3). A course designed to examine the aging process and its impact upon the individual, the family, and society. Emphasis is placed on the physical, psychological, and sociological aspects of aging. An interdisciplinary approach is used in dealing with these aspects to enhance and enrich the understanding of the life process. Prerequisite: admission to upper division.

\*(M) SOWK 4900 Senior Seminar in Social Work (1). A course designed to: (1) initiate areas of interest through discussion; (2) emphasize new trends and contributions to the field; and (3) familiarize students with the various examinations and other techniques for gaining employment and admission to graduate school. Offered in spring semester only. Co-requisite: SOWK 4100, 4200, 4850. Enrollment limited to Social Work majors only.

(M) SOWK 4950, Social Work Reading and Research (3). Independent study and research under faculty guidance for students who desire to do special projects. Prerequisites: junior or senior standing and permission of instructor. Enrollment limited to Social Work majors only.

## Admission and Exit Requirements of the Social Work Program

 Students who wish to gain admission to the Social Work Program must meet the university admission policy, complete the university general education core and a formal application which is reviewed by the faculty, and earn a cumulative grade point average of 2.3 (4.0 scale) on college-level course work. After the review of the formal application, the faculty adviser conducts an interview. The interview serves as the criteria and processes of admission are designed and implemented to accept the applicants who are prepared to become professional Social Workers.

 The criteria and processes of admission are designed and implemented to accept the applicants who are prepared to achieve the stated educational objectives of the program and those who are best qualified to become generalist professional Social Workers.

 The general policies for admission to the university are articulated in the Tennessee State University Catalog 2020-2021 pages 19-32. The university is committed to the stated admissions policy without regard to race, sex, religion, national origin or disability. The Social Work Program applies the general admissions policies stated in the university catalog. According to the catalog, admissions for “first time freshman” are four units of English, three units of math (Algebra 1, Algebra 11, and Advanced Math, two units of Natural/Physical Science, one unit of United States History, one unit of Social Studies, two units of Foreign Language, and one unit of Visual/Performing Arts. In-state students must score a minimum score of 19 on the ACT or SAT equivalents, or have a minimum grade point average of 2.25 on the high school record (4.0 system). Out of state students must attain a minimum composite of 19 on the ACT or SAT equivalent, or have a minimum grade point average of 2.50 on their high school record (4.0 system).

 Students make application for tentative admission at the upper division or professional component when they have completed between 51 and 60 hours of freshman/sophomore requirements. In general, tentative admission to the upper division requires:

* Completion requirements for the liberal arts perspective
* Completion of any developmental studies requirements
* Demonstration of computer literacy
* Demonstration of oral and written competency
* Possession of a minimum cumulative GPA of 2.0 in degree level courses

Undergraduate students can declare Social Work as a major upon admission to the University due to a University Admission Policy. Students are assigned a Social Work faculty advisor during the first semester of their freshman year. A formal admission process must be completed by the student desiring a Social Work Degree. Advisement during the freshmen and sophomore years is used as a mechanism to ensure that students have the requisite liberal arts perspective and to assess student potential for success prior to admission to the Social Work Program.

 The program has a written policy for admission to the Social Work major and this policy is published in the Tennessee State University Undergraduate Catalog and in the Social Work Student Handbook. The following admission policy applies to freshmen, transfer students and students changing their major to Social Work. In order to become a Social Work major, students must meet the following criteria:

* Have a 2.30 GPA overall in courses taken
* Have successfully completed English 1010 and 1020 (grade C or better as per university policy)
* Have successfully completed History 2010 and 2020
* Have successfully completed Math 1111
* Have successfully completed Biology 1010 and 1020
* Have successfully completed Sociology 2010 and Art or Music 1010
* Have successfully completed Freshman Orientation

After successfully completing all requirements, the student may make application to the major by completing with an advisor the following checklist of requirements:

1. Application for admission.
2. A minimum of 30 hours of service learning through the Intro to Social Work course.

Students who have not obtained admission status to the major will not be permitted to file an official degree plan for Social Work. Included in the application process is the planned date of degree candidacy (i.e., admission). Faculty advisors are responsible, whenever possible, for giving warning to students who appear in danger of failure to meet degree candidacy requirements. In order to give students a general warning concerning degree candidacy requirements, the requirements are located in the University Catalog. The Social Work Student Handbook is presented during initial advising contacts and in SOWK 2010 Introduction to Social Work.

 Students who are unable to complete degree candidacy requirements by end of the semester prior to the planned date of degree candidacy admission are notified by their faculty advisor, in writing, that they have been denied admission to degree candidacy and will not be allowed to enroll in SOWK 3500 (Social Work Practice I) until the specific deficiencies have been corrected or until they have successfully appealed the denial. Notification is given as soon as it is certain that requirements cannot be completed by the planned admission date. This notification should be no later than, two weeks following the last day of classes of the semester prior to the planned admissions date. Students denied admission to degree candidacy are allowed extended pre-major status in order to continue efforts to complete all degree candidacy requirements. These students should immediately reapply for admission to the program.

 The action to deny admission initially taken by the student’s faculty advisor. It is the advisor’s responsibility to determine whether all admission requirements have been met without consideration of claims pertaining to extenuation circumstances, procedural faults, unfair evaluations, or grades, etc., and to notify the student.

 Each student has the right to appeal. By appealing, students are asking that the Social Work faculty as a group, or an appropriate university administrator, review and reverse the action, based on extraordinary factors. The following levels of appeal must be pursued in order:

1. The full-time Social Work faculty, including the student’s advisor
2. Program Director or Department Head
3. Dean, College of Public Service
4. Executive Vice President/Provost for Academic Affairs

 The first level of appeal may be pursued immediately after denial of admission to degree candidacy, and a decision will be made within two weeks of the appeal. Time requirements for higher levels of appeal will follow the practices and policies governing student academic appeals at the respective levels. These procedures are evaluated for revision annually at the end of each academic year.

## Transfer of Credits

 The Social Work Program policy on transfer of courses is stated in the University Catalog, in the revised Social Work Student Handbook and in the Social Work Policy and Procedural Manual. (See appendix) The University Office of Admissions and Records evaluates all non social work courses that students wish to transfer, as per University policy. It is the Program Director’s responsibility to evaluate social work courses completed at another college or university. Courses from non-accredited programs and community colleges may be accepted for elective credit. The evaluation process includes reviewing the previous University Catalog and if necessary the syllabus of the course in question including course objectives, content outline, learning activities and theoretical frames of references. The student is responsible for supplying any requested information if sufficient written information is not made. The transfer student is assigned an advisor after the Program Director makes a decision regarding the course(s) in question. The advisor will acquaint the student with academic and professional expectations. Student transfer credits must be evaluated within the first semester of entering the program according to university policy. The student is advised of credits that have been accepted and what courses can possibly be substituted for other university courses. The student is asked to complete a substitution form for approval from the other department. The student and the advisor sign off on the transfer credit form as having discussed it and both parties are knowledgeable as to what credits were accepted.

# SECTION V STUDENTS

## Program Advisement Policies and Procedures

The Social Work Program advisement policies and procedures are specified and made known to both program faculty and students. The information on advisement is published in both the program Policy and Procedures Manual and the Social Work Student Handbook. Students are also informed at the student/faculty orientation meeting during the beginning of each fall semester. Advisement policies and procedures are also discussed with each student during the first advisement meeting. The program's advisement policies and procedures are as follows:

1. Students declaring Social Work as a major must be assigned a program faculty advisor by the Program Director. Students are to meet with their advisor at least twice per semester. In social work we require students to meet with their advisor before enrolling in classes each semester and during pre-registration for the upcoming semester. As soon as incoming students are assigned to their permanent advisor, they are asked to meet with them to initiate a student/advisor relationship. If the student does not initiate contact, the advisor will contact the student by letter or in person. Other meetings can be requested by student or advisor if there is a concern regarding any area of student life.
2. Students must complete program admission application, which is evaluated by the advisor and presented to the faculty for action.
3. Each student entering the program must participate in a comprehensive program orientation during which information is provided as to how to access the student handbook, policy and procedure manual and all other program information from the program web site.
4. Student transfer credit must be evaluated within the first semester enrolled in the program.
5. Program faculty advisors must be accessible for students and office hours must be posted in the student lounge, the program announcement board and the faculty member’s door.
6. Faculty advisors are given a list of their advisees each semester when students enter and exit the program and the list is updated periodically during the semester.
7. Advisors must complete the program summary sheet and academic planner for each student. The advisor should make a note on each advisement conference on the progress sheet and execute any transfer credit evaluation form (if applicable). These forms are placed in a student file housed in the central file in the program administration office area.
8. All correspondence must be maintained in a student’s file.
9. Program faculty is to indicate office hours; phone and e-mail address on each course syllabus as well as have them posted on office doors.

The Social Work Program advisement process serves as a mechanism to orient students to the Social Work profession as well as assist them in recognizing their aptitude and motivation for a Social Work career. The program admission application is the beginning of this process. It is designed to acquaint students with the academic and professional expectations. Students’ expectations, values and introductory field experiences are explored during the initial interviews. Students are encouraged to keep close contact with their advisors and to meet with them a minimum of two times during the semester. One of these sessions is during the mid-term evaluation period. Advisors discuss the mid-term performance in each course, make recommendations and take appropriate action, if necessary.

The University has an "early registration" period during each semester. A student must meet with his or her advisor to evaluate present course work performance and select courses for the following semester. During this time, the advisor will discuss any concerns and help students develop a plan of action to strengthen their academic performance. Faculty advisors discuss career goals and learning objectives with students and make recommendations for field settings to meet their educational needs. The advisement process is also used to assist students with career choices, personal and professional goals.

 The Social Work Program introductory field experience (i.e., volunteer observation, agency visits, social work professional presentation, etc.) which is a part of SOWK 2010 are designed to provide students with the opportunity to assess and begin to select their field placements. Faculty advisors discuss career goals and learning objectives with students and make recommendations for field settings to meet their educational needs. The advisement process is also used to assist students with career choices, personal and professional goals.

 Our philosophy of gate keeping involves " helping along" rather than "keeping out'. The first “checkpoint” is SOWK 2010 Introduction to Social Work course. Students are required to complete thirty (30) hours of service learning at a social services agency. They are evaluated by the agency supervisor and a service log is kept by the student and submitted to the instructor, and a copy of the students’ supervisory evaluation is placed in their student’s file. Before the end of each semester, the advisor should send an email to each advisee who has not scheduled a previous appointment, and set a time to meet with that student. The advisor is ultimately responsible for meeting with each advisee each semester and documenting the contact or lack thereof.

## Students Rights and Responsibilities

The Social Work Program policies and procedures specify student's rights and responsibilities. These rights and responsibilities can be found in the Social Work Student Handbook, pp. 10-11 as follows:

1. Students have the right to choose their own majors.
2. Students have the right to express grievances and all students must have information regarding the general policies and procedures.
3. Students have the right to organize as advocates on behalf of others (within the established program guidelines).
4. Students have the right to participate on committees and engage in making decisions and policies, which affect them (within established program guidelines).
5. Students have the right to competent advisement.
6. Students have the right to state their preferences or to refuse agency field placement (within established program guidelines).
7. Students have the right to evaluate the Social Work faculty at least once each semester.
8. Students have the right to dignified, fair, and equitable treatment by all program faculty and staff.
9. Students have the right to an accredited experience.
10. Students have the right to a comprehensive, clear articulate orientation to the Social Work profession, and to the Social Work Program.
11. Students have the right to have course syllabi for all courses in Social Work
12. Students have the right not to be subjected to discrimination, racism, sexism, classism, and other oppressive behaviors by members of the Social Work program.
13. Students have the right to have advocates of their choice (within established program guidelines) to speak on their behalf regarding any decision(s) affecting their educational processes.
14. Students have the right to have openly stated, explicit, and consistent penalties regarding student violations of academic expectations.
15. Students have the right of accessibility to their personal academic record for their review.
16. Students have the right to have the program follow the guidelines of confidentiality as set forth in the NASW Code of Ethics.
17. Students will not be penalized for not waiving their rights to confidentiality of their academic records.
18. Students have the right to suggest program changes as a student advisory team.
19. Students have the right to fair, non-capricious grading in their social work courses.
20. Students have the right to know the grading procedures of each social work course at the beginning of the semester.

Student responsibilities are as follows (Social Work Student Handbook, pp. 11-12):

1. Students have the responsibility for regular and punctual attendance of all courses enrolled in for credit.
2. Students have the responsibility to successfully complete course requirements including tests, examinations, papers, oral reports, etc., in a timely manner.
3. Students have the responsibility to maintain minimal academic standards as defined by the University and the social work program.
4. Students have the responsibility to meet with the assigned advisor a minimum of two (2) visits per semester.
5. Students have the responsibility to keep the advisor apprised of any changes in courses, address, or pertinent record information.
6. Students have the responsibility to inform the advisor of any difficulty experienced in classes.
7. Students have the responsibility to keep advisor appointments on time or inform the advisor prior to the appointment.
8. Students have the responsibility to be knowledgeable about required course and possible electives.
9. Students have the responsibility for returning forms, and responding to University and departmental letters promptly.
10. Students have the responsibility for frequently checking the bulletin board and reading notices posted, including newsletters.

 The Tennessee State University Social Work Program enables students to participate in formulating and modifying policies affecting academic and student affairs. Student participation is achieved through representation on each committee in the Social Work Program. Currently students are represented on all program committees. Major policy formulation and modification in the program is carried out by the various committees. As stated in the Social Work Student Handbook, “Students have the right to participate on committees and engage in making decisions and policies which affect them." (Student Handbook, pp. 20). The Student Advisory Committee is comprised of the executive committee of the program’s Social Work Club which submits a written list of suggestions to the program each year for change considerations.

## Student Organizations

 The Tennessee State University Social Work Program provides opportunities for students to organize in their own interests and encourages them to do so. This is accomplished primarily through the existence and regular functioning of the Social Work Club. The Tennessee State University Social Work Club has been active for over thirty-five years and receives encouragement and support from the program in many tangible ways. For example, a full-time faculty member is assigned each year to serve as advisor for the club and to assist students in organizing, conducting elections of officers, conducting regular monthly meetings, planning and conducting community service and fund raising activities. Also, space is provided in the department for the express purpose of holding monthly club meetings. In addition, program resources are placed at the disposal of club members for club activities, including supplies, copy machine, computers, power point projector, Smart Boards and monitors, secretarial assistance, etc. Further, each year a line item budget amount is allocated for the Social Work Club. Similar support and resources are provided for student members of the Tennessee State University Social Work Program's Chi Zeta Chapter of the Phi Alpha Honor Society. A full-time faculty member serves as chapter advisor. Meetings and services are conducted during the academic year, and a budget provision provides regular monetary support for yearly activities of Phi Alpha Society.

Student Evaluation

The program makes explicit the criteria for evaluating student academic and field placement performance in syllabi, which are provided to students in the first week of classes. Criteria for evaluating student academic performance are stated in each of the syllabi (See Volume II). Evaluation of students in these courses is based on a grading of their performance in a wide variety of assignments including examinations, class participation, book/periodical/newspaper article reports, library research, self understanding/self-analysis, role assumptions, group and individual presentations, agency interviews, agency organizational profiles, community service assessments, case analysis, film/video critiques, debates, review of research papers, policy analysis, policy-related intervention plans, oral presentations, written exercises, research critiques, research proposals, data gathering, and research oral presentations.

The Social Work Program’s evaluation of academic performance is an ongoing process. During each semester a student confers with his or her advisor at least twice to discuss his or her academic performance. Social Work students are provided with information regarding course expectations and methods of evaluation on the first day of class and are advised of the course evaluation process through the course syllabi with clearly stated evaluation processes, which include the grading system, class assignments, quizzes and exams and special projects. The special assignments on which the students are graded are all related, in some part to the overall program objectives.

# SECTION VI STUDENTS

## Field Education

The Social Work Program at Tennessee State University uses four titles to identify the professionals who provide educational experiences for students through the Field Education. These terms are ‘Field Coordinator’, Field Liaison’, ‘Agency Field Instructor’, and ‘BSW/MSW Consultant’. In order to avoid confusion, a brief definition of each term is provided below.

Field Coordinator: The program faculty member who carries primary responsibility for the field education. The Coordinator approves agencies for field placements, sets up placements for students, participates in the evaluation of students, supervises field liaisons, assigns BSW/MSW consultant.

Field Liaison: A faculty member employed the Social Work Program who is responsible for visiting the agency to evaluate the field education student. The field liaison works with the agency field instructor to resolve any problems. The field liaison reports to the Field Coordinator.

Agency Field Instructor: The person who actually provides direct supervision of the student in the field agency. The Agency Field Instructor is employed by the agency.

BSW/MSW Consultant: The consultant is used to provide BSW/MSW supervision to students placed in settings that do not have a BSW or an MSW available to provide direct supervision. The BSW/MSW consultant is usually employed outside the agency and his/her supervision focuses on the social work aspects of the placement.

The Field Education component of the Social Work curriculum consists of two courses taught in the Social Work Program. These courses are SOWK 4100 Field Instruction and SOWK 4200 Field Instruction Seminar. These courses are taken in the final semester of the senior year.

 Field Instruction SOWK 4100 is 8 credits and Field Instruction Seminar SOWK 4200 is 3 credits. They are co-requisites and must be taken together. A two credits course SOWK 4850 and a one credit SOWK 4900 may also be taken in the same semester with the Field Instruction courses. The total load for the student’s final semester is 14 credit hours.

 The field education is a modified block placement. The student is in placement 7.5 hours per day, four days per week, each week of the semester. The student will spend a minimum of 400 clock hours in field setting during the semester. One day per week (Monday) students return to campus to attend classes (SOWK 4850 and SOWK 4200). Within the first two weeks of field, students are required to develop a Student Learning Contract (Appendix) to specify the individual learning goals for each student. Generally speaking, student experiences in the field move from activities which stress ‘knowing’, to activities which require ‘understanding’, to activities which require ‘doing’. In the first three weeks of the Field Education students should assume responsibility for actually providing client/consumer services under supervision.

 The criteria for evaluating student performance in Field Education are specified in the Field Instruction course syllabi, Learning Contract, Evaluation of Student Field Education Form and Student Portfolio.

 The placement is monitored by the Field Coordinator in conjunction with the faculty liaison. The faculty liaison makes two formal evaluation visits to the agency during the semester. The faculty liaison, the agency field instructor, BSW/MSW consultant (if one is assigned) and the student normally attend these evaluation sessions. Additional phone contacts are made with the agency field instructor, as needed.

 The Field Coordinator also maintains contact with the field students on a weekly basis scheduled group meetings. Students are evaluated on the basis of the Evaluation of Student Field Education Form, Learning Contract, submitted of time and Activity Sheets and completion of agency evaluations. The responsibility for assigning a grade on student performance rests with the Field Education Coordinator.

 The primary vehicle for the integration of academic content and placement experience is the Field Instruction Seminar (SOWK 4200). This class is taught by a program faculty member. The Field Coordinator meets with the Field students for one hour on Mondays. Evaluation of student performance in the seminar is done by program faculty who grades the written, integrative assignments required of the students for the Field Instruction Seminar. Additionally, the Student Portfolio is evaluated by Program Faculty and students (See the Appendix for the specific assignments and portfolio forms).

 In the Field Instruction Seminar students are expected to discuss their experiences in and reactions to the activities of the placement. Students also discuss their analysis and work in each of the assignments. Presentation and evaluation of the Student Portfolio activities are done in the Field Instruction Seminar class. Students begin building the portfolio the semester that they are formally admitted to the Social Work Program. The presentation during Field Education is the culmination of that activity. The portfolio includes written and experiential assignments that students have completed throughout their study in the Social Work Program. Evaluation of the Student Portfolio is done by program faculty, students and a liberal arts faculty member.

Selection of Field Education Agencies

 The Social Work Program selects Field Education agencies in which the student can be provided with an opportunity to apply the knowledge, skills, and values learned in the academic setting to practical problems in social services agencies. Close supervision by program faculty and agency field instructors creates an opportunity for student growth and is an important part of the Field Education.

Field Education Agencies are selected based on the following criteria:

1. The agency should have an established program that provides opportunities for generalist social work practice for students.
2. The agency should be able to provide a qualified Agency Field Instructor with sufficient time to supervise and monitor the student’s practicum. Agencies that cannot provide a BSW/MSW Instructor must agree to allow a BSW or an MSW Consultant to share supervisory responsibility with the Agency Field Instructor.
3. The agency must not discriminate on the basis of age, creed, gender, race, religion, national origin, disability, or sexual preference.
4. The agency must be willing to allow agency field instructors time to participate in Field Education training conducted by the Social Work Program.
5. The agency should be able to provide physical resources necessary for the practicum student to carry out his/her responsibilities. These resources should include office space and a desk.
6. The agency should exemplify the values and ethics of the social work profession in its policies, procedures, and the expectations of its staff.

 The Field Coordinator must visit with each agency and Agency Field Instructor prior to the time approval is granted to place a field student in the agency. During the interview with the new Agency Field Instructor, the Field Education Coordinator provides him/her with an orientation to the Social Work Program, and discusses the expectations of the Program’s Field Education.

 Each Field placement is finalized with a contract between the Program and the agency. Signatures of a representative from the field agency, the student, and the Director of the Social Work Program are required in order to finalize this contract. (Appendix)

### Selection of Agency Field Instructors

 The Social Work Program believes that supervision by a professional social worker is critical to quality Field Education. Therefore, the program requires that the student have a BSW or an MSW Instructor. The BSW must have 2 years of supervised post-baccalaureate social work experience and the MSW have 2 years supervised post-masters social work experience.

 It is not always possible to place students in a field setting where the direct supervisor is a BSW or an MSW. However, the Social Work Program requires that in situations where the student is not directly supervised by a BSW or an MSW, the student must be supervised by a BSW or MSW consultant. The consultant meets with the student to provide a social work focus to the Field Education. Usually, the BSW or MSW consultant is a professional social worker in the community, but on occasion program faculty members have served as MSW consultants.

Agency Field Instructors are selected according to the following criteria:

1. Educational Requirements: (Listed in rank order of preference)
	1. MSW from CSWE accredited program
	2. BSW from CSWE accredited program. (Requires additional supervision by MSW consultant)
	3. Graduate degree in a related field (Requires additional supervision by MSW Consultant)
2. Experience Requirements: Two years supervised experience post-degree is preferred.
3. Practice Orientation: Agency Field Instructors should have knowledge of the generalist problem solving method, and be willing to teach this method.
4. Values and Ethics: Agency instructors should demonstrate commitment to social work values and ethics in his/her personal practice.
5. Diversity: Agency Field Instructors should demonstrate sensitivity to the special needs of diverse groups such as those related to gender, oppression, disability, sexual orientation, ethnic, religion, and racial minorities.
6. Training: Agency Field Instructors must receive training related to placement education annually. The Social Work Program at Tennessee State University schedule group training for agency field instructors once per semester.

BSW and MSW Consultants are persons having a BSW or MSW from an accredited institution and two years post baccalaureate or master’s supervised social work experience. They must also meet criteria 3-6 listed above.

### Student Application Process for Field Education

 In order to ensure that students are ready to begin the Field Education during the first week of classes, it is important for students to complete the application process for Field Education the semester preceding their field placement. Students must have at least a 2.0 or above cumulative grade point average and have at least a “C” in the professional foundation courses before beginning the application process. No academic credit is given for life experience or prior work experience. Completion of this application process will help to ensure that students are adequately prepared to report to the field agency and will facilitate the Field Coordinator in the selection of an appropriate practicum agency.

 Failure to complete the application process by the established deadlines will mean that students have not completed the prerequisites for Field Education and may not enroll in Field Education. Failure to complete the application process in a timely manner may result in a delayed start for field. A late start in Field Education may have serious consequence since students cannot be awarded a grade in the course until the required agency clock hours of field education have been completed.

The application process for Field Education is as follows:

1. The Field Coordinator will ask faculty advisors to submit the names of their advisee(s) who have met the requirements for Field Education.
2. The Field Coordinator will conduct a group meeting for all students recommended by their advisor. All students eligible for Field Education must meet with the Field Coordinator to be considered for internship. The purposes of this meeting are to: a) explain the application process. b) notify students of the deadlines for completing the steps of the application process. c) explain the nature and function of the Field Education Placement. Students are given a copy of the Field Education Manual at this time. d) explain the Field Education Fee. e) answer student questions concerning the placement.
3. Students prepare resume. This resume should include basic identifying information as well as data concerning work experience, education and volunteer experiences. See the appendix for suggestions on resume preparation.
4. Students must complete the Application for Field Education form. This application, resume, release of information form, liability insurance application, and a background check must be submitted to the Field Coordinator by the established deadline.
5. The student’s completed application and resume are reviewed by the Field Education Committee composed of members from the practice community, students and a Social Work faculty member. Suggested Field Education placements for students are identified by this committee. The Field Coordinator then contacts an appropriate agency to determine if there is interest in supervising a field student.
6. The Field Coordinator conducts pre-placement conferences with each student to discuss potential placements. If students want to be placed in an agency that has not been previously approved for Field Education, the student should notify the Field Coordinator at this time.
7. The Field Coordinator makes specific placement assignments. Students are notified in writing. The Field Coordinator makes arrangements with the agency and agency field instructor for a student interview.
8. The student contacts the Field Coordinator to discuss arranging an interview with the agency field instructor. Students must take a copy of the Field Education Contract, Agency Information Sheet and Interview Evaluation Form to the interview. Students should be prepared to provide the Agency Field Instructor with a copy of their resume. (Appendix)
9. Students are responsible for contacting the agency field instructor to schedule an interview. The purpose of the interview is to: a) provide student and Agency Field Instructor an opportunity to evaluate the suitability of the placement for meeting the student educational needs. b) discuss any relevant conditions of the placement. c) acquaint the student with agency, its purpose, and its services.
10. Following the interview, the student and Agency Field Instructor contact the Field Coordinator to discuss the suitability of the placement. The Interview Evaluation Form should be returned to the Field Coordinator.
11. If both student and Agency Field Instructor agree to the placement, the Field Education Contract and the Agency Information Sheet must be completed and returned to the Field Coordinator.
12. If the student or the agency field instructor does not agree to the placement, the Field Coordinator seeks an alternate placement.
13. The student is permitted to voluntarily reject only one Field Education assignment. The rejection of subsequent assignments is conducted through the Appeal Procedure for Field Education placement.
14. If it is necessary to assign an alternative placement to the student, step 5 through 11 are repeated.
15. Finalization of the placement is made by written agreements from student and agency. This must be completed by the end of the semester prior to the student’s Field Education.
16. If unforeseen circumstances arise which necessitate a change in placement after it has been finalized, the Field Coordinator should be contacted immediately, so that another placement can be assigned.

### Appeal Procedure for Field Education Placement

If the student has voluntarily rejected one placement assignment and objects to the alternative placement, she/he has the option of requesting another field assignment through this procedure.

1. After completing the application interview with the alternative placement agency, the student must, within three working days, submit a written request for a new placement to the Field Coordinator. Failure to reject the alternative placement within three working days constitutes acceptance of the placement.
2. The student request for a new placement must include a statement justifying the student’s rejection of the alternative placement.
3. The Field Coordinator will meet with the student and attempt to resolve the placement assignment issue. This may be done by either accepting the rationale for rejection and locating a new placement or by resolving the student’s objections and accepting the alternative placement.
4. If the placement issue is not resolved, the student may request a conference with the Field Coordinator or the Program Director, to attempt to resolve the problem.
5. If resolution of the field assignment issue is not possible through conference with the Field Coordinator or the Program Director, the student may request a hearing before the Appeals Committee.
6. The student may bring, as an advisor, another student, or faculty member to this hearing.
7. All relevant issues will be discussed at the hearing, and the student will have an opportunity to present his/her concerns and rationale.
8. After completion of the hearing, the committee members will vote on whether to offer reassignment to the student. A simple majority will determine the final decision.
9. The student and Field Coordinator will be notified in writing of the outcome of the hearing. A brief statement regarding the basis for the decision will be provided.
10. An appeal of a decision by the Appeal Committee may be made to the Dean of the College of Public Service. Subsequent appeals should follow the academic appeals procedure outlined in the Social Work Student Handbook.

### Responsibilities of the Field Coordinator

1. To assume a leadership role within the Social Work Faculty to ensure the department fulfills its responsibilities with regard to the placement.
2. To initiate and supervise the student application process for Field Education each semester.
3. To design and plan learning experiences required of students in Field Education.
4. To recommend the establishment, modification, or discontinue utilization of field settings.
5. To supervise and coordinate the activities of Field Liaison faculty.
6. To act as liaison between the Social Work Department, Agency Field Instructors and MSW consultants.
7. To identify BSW/MSW Consultants for placements where BSW/MSW instructors are not available.
8. To resolve problems that arise within the Field Education placement.
9. To recommend modifications in the curriculum, structure, and function of the Field Education.
10. To plan and coordinate training for Agency Field Instructors and BSW/MSW Consultants.
11. To make visits to field settings during each semester.
12. To assist the Agency Field Instructor in the supervision of the student’s learning experiences within the placement.
13. To assist the agency Field Instructor in identifying educational needs of the student.
14. To assist the Agency Field Instructor and student in the development of learning opportunities related to the student’s learning objectives.
15. To ensure that each student under the supervision of an Agency Field Instructor is assigned clients for whom she/he is assigned primary responsibility.
16. To orient the student to the nature, purpose, and expectations of the placement setting to which the student is assigned.
17. To orient the Agency Field Instructor to the nature, purpose and expectations of the Field Education.
18. To maintain contact with students and Agency Field Instructors, Field Liaisons, and BSW/MSW Consultants regarding student performance and progress.
19. To assign course grades to student based on performance in their field placement.

### Responsibilities of the Agency Field Instructor and BSW/MSW Consultant

1. To learn the generalist problem solving model of social work taught by the Social Work Department at Tennessee State University in order to provide appropriate supervision to placement students. Agency Field Instructors and BSW/MSW Consultants must attend the department’s field education training.
2. To provide professional supervision to the student and consult the Field Coordinator with regard to departmental expectations and student progress.
3. To assume responsibility for fulfilling the field agency’s obligations as specified in the Field Education Contract.
4. To develop learning experiences for students based on the objectives contained in the Student Field Education Learning Contract.
5. To periodically review the student’s achievement of objectives in the learning contract.
6. To assist the Field Coordinator and students in identifying specific educational needs of the students and in implementing learning experiences to meet those needs.
7. To assign students clients for which the student, under the supervision of the Agency Field Instructor, bears primary responsibility. This assignment should permit the student to utilize different methods and levels of intervention.
8. To conduct structured supervisory sessions with the student at least once per week.
9. The BSW/MSW consultant should conduct structured instructional sessions with the student at least once per week.
10. To assist the Field Coordinator in the evaluation for the student’s performance in the field.
11. To serve as liaison between the placement agency and the University in matters concerning the student’s field educations placement.
12. To instruct the student about the function and operation of the agency.
13. To identify and assist in resolving problems arising in the placement.
14. To socialize the student into the social work profession through an ongoing discussion of knowledge, skills, values and ethics.
15. To assist student in acquiring the knowledge, skills, and values necessary to work with diverse groups and populations at risk.

### Responsibilities of the Field Education Faculty Liaison

A program faculty is assigned to placement sites to serve as linkage between agencies and the Social Work Program. The agency instructor has the primary educational role with the student while the faculty liaison acts as consultant and facilitator in the process. Therefore, faculty liaison activities are to ensure that Social Work students’ placement experiences are educationally directed. Faculty liaison will:

1. Visit assigned agency(ies) at least two (2) times per semester.
2. Confer with student and agency instructor regarding student progress and performance.
3. Serve as a mediator if problems between student and field instructor arise, or other problems develop, will become involved.
4. Inform Agency Field Instructor of programs and curriculum changes that affect students’ placement.
5. Confer periodically with Field Coordinator regarding the educational experiences taking place in the agency.
6. Submit a written brief of each visit to the agency.
7. Make recommendations regarding established or potential field education agencies.

## Field Education Administrative Policies

### Schedule

 Students are in agency placement four days per week; Tuesday through Friday. Each Monday students are required to attend the Field Instruction Seminar (SOWK 4200) for three hours.

### Termination Policy

 Students must report to their Field Education agency placement on the first day of scheduled classes at the beginning of the semester. Failure to report to the agency within 48 hours of the first day of classes without the prior permission of both the Agency Field Instructor and the Field Education Coordinator is considered a serious violation of Field Education Policy. Such violations may result in termination of the Placement and termination of student from the program. Ordinarily a student is terminated from the program when terminated from field education but if upon review by faculty and it is determined that extenuating circumstances had occurred; the student is given another opportunity to complete Field Education. The last day of Field Education is the last day of regular classes for the semester.

 Students are to observe the regular agency hours unless prior arrangements have been made with the Agency Field Instructor and written approval of the Field Education Coordinator has been obtained. Students may not receive credit for work done at home unless prior written approval is obtained from the Field Education Coordinator. Students may not routinely obtain credit for working during lunch hour unless the written approval of the Field Education Coordinator has been obtained students may not routinely accrue over 8.5 hours per day without written approval from Field Coordinator. Students may obtain credit for hours worked between 10 PM and 8 AM only under exceptional circumstances with written approval by the Field Education Coordinator. No student is to receive credit for time driving to the placement in the morning or from the placement at the end of the day.

Students are expected to keep a weekly Time Sheet and have it signed by their agency instructor. An Agency Field Instructor may designate one additional person who is authorized to sign time sheets in his/her absence. Time sheet that is not signed by Agency Field Education will be considered invalid.

 Students are to submit the Time Verification Sheet and Field Education Activity Sheet each Monday. Students are given no credit for hours in placement setting unless the appropriate time sheet is submitted. Students will be penalized grade points for time sheets and activity sheets that are submitted late. No whiteout or correction tape is to be used on time sheets. Any corrections must be crossed through and initialed by both the student and the agency field instructor. Any alterations of a time sheet after it has been signed by the Agency Field Instructor is a serious violation of field policy and may result in termination of the placement and termination of student from the program. Reporting of hours that the student did not work is also a serious violation of policy may result in termination of the placement and termination of student from the program.

### Holidays

 Students observe all official agency holidays. Students do not observe University holidays unless such holidays coincide with agency holidays. Any exceptions to this policy must be negotiated with the Agency Field Instructor and the Field Education Coordinator. During the Spring and Fall Semesters, field students are permitted to observe the university break periods.

Absences:

 The student is expected to notify the Agency Field Instructor promptly if he or she must be absent from the agency or will be late to work. Generally, acceptable excuses for absences include health reasons and family emergencies. Students may be asked to provide documentation to substantiate the reason for their absence from the field. Absences should be recorded on the student’s time sheet. The Agency Field Instructor should notify the Field Education Coordinator if there is an unexplained absence of a student.

 Students may obtain field credit for attendance at professional meetings. However, the student must obtain prior approval from the Agency Field Instructor and the Field Education Coordinator in order to get practicum credit for attendance at professional meeting. The Field Education Coordinator and the Agency Field Instructor will decide on meetings that are desirable and permissible based on the educational value of such meetings in meeting the student’s learning objectives.

 Regular attendance in Field Education is expected and any hours the student misses must be made up. Students who do no complete the minimum 400 clock hours of field requirement by the last day of finals will receive an ‘incomplete’ grade.

### Extra Hours

 Students may occasionally accrue more than 32 hours per week in the placement. This time can be credited against the minimum 400 clock hour requirement on an hour per hour basis. However, the student’s placement ends on the University calendar and not necessarily when the minimum 400 hour requirement has been completed.

Professional Behavior:

 Students in Field Education are representatives of the agency and the Social Work Program. They are expected to act in a way that demonstrates ethical professional behavior. Violation of ethical standards for social work practice (such as violation of confidentiality or racist remarks) may result in termination of the placement and termination of student from the program.

 Students are expected to observe agency policy and procedure. Thus, students may be asked to dress and to behave in a manner that is more formal than the university campus and in some instances the agency setting. Any problems with professional behavior or with colleagues should be reported to the Field Education Coordinator immediately. Serious or repeated violations of agency policy may result in termination of the placement and termination of student from the program.

 Students will be asked to discuss their agency experiences in the Field Education Seminar. When doing so, client names or initials should never be used in order to preserve confidentiality.

### Disciplinary Policy

 Unfortunately, there are instances in which the Social Work Program must take disciplinary action against students who are in field. Disciplinary action may be taken in order to correct problem behaviors which students demonstrate in the field setting. The general policy is that action should be centered on correcting problem behaviors rather than punishing students. However, as problems become more serious or repetitive, disciplinary actions could carry more serious consequences.

 Student behaviors which may result in disciplinary action being taken are categorized as either major or minor rules violations. Major rules violations are very serious in nature and could result in the field education being terminated. Repeated minor rules violations may also result in a termination of the placement and termination of student from the program.

#### Major Rules Violations

Examples of major rules violations include, but are not limited to:

1. Violations of the NASW Code of Ethics i.e. violation of confidentiality, lack of respect for colleagues, etc.
2. Unauthorized alteration of a time sheet after it is signed by the field instructor.
3. Reporting hours not actually worked.
4. Violations of the Field Education Contract.
5. Unauthorized absences from the field setting.
6. Unauthorized appropriation of agency resources for personal use.
7. Unauthorized failure to report to the field agency within 48 hours of the first class day of the semester.
8. Excessive absences or tardiness.
9. Refusal to perform work properly assigned by the field instructor.
10. Reporting to the field agency under the influence of alcohol or drugs (i.e. drugs not prescribed by a physical.)
11. Acts which may endanger the safety of co-workers or clients.
12. Abusive or unruly conduct.
13. Sexual harassment - sexual relationship with a client or supervisor, etc.
14. Significant impairment of ability to perform internship due to emotional or personal difficulties; emotional instability (severe mood swings, failure to maintain prescribed medication schedule, etc.)
15. Disruptive behavior toward colleagues, faculty or school such as negative communication due to ethnicity, religious beliefs or sexual orientation, etc., impairment due substance abuse or mental illness and conviction of a felony (i.e., found to be under the influence of drugs or alcohol; mental illness not being managed by medication, etc.

#### Minor Rules Violations

Examples of minor rules violations may include, but not limited to:

1. Unsatisfactory performance of duties.
2. Failure to notify field instructor of absences at earliest practical time.
3. Failure to observe assigned work schedule. (i.e. tardiness to work, quitting early, sleeping in office, long lunches, etc.)
4. Violations of agency policy.
5. Violation of Tennessee State University Social Work Program Field Education Policy.
6. Excessive visiting or use of the agency phone for personal calls.
7. Unauthorized loafing or performing personal work on agency time.
8. Unexcused absences from Field Instruction Seminar.
9. Failure to attend Field Education Group Meeting.
10. Failure to adhere to deadlines for submitting documents and/or written reports.

When rules violations are reported, the Field Education Coordinator and the Agency Field Instructor should counsel with the student in order to identify the source of the problem and to suggest corrective action. The Field Education Coordinator should make a written summary of the counseling session and should provide the student with a written copy of any corrective action plan.

 In the event the rules violations are serious or are repetitious of past violations where corrective actions have been taken, the student may be placed on probation. Before placing the student on probation, the Field Education Coordinator and the Agency Field Instructor should counsel the student regarding the problem. A plan of action for resolving the problem should be developed. The Field Education Coordinator should make a written summary of this meeting. The student should be given a written statement notifying him/her of the probation and the fact that the placement may be terminated if future rules infractions occur. A written plan for removing the probation should be provided to the student.

 Should rule violations occur when a field student is on probationary status, the placement may be terminated. The Field Education Coordinator and Agency Field Instructor should meet with the student and discuss the rules violations. At this point the probation may be continued, modified, or the placement may be terminated. The student will be given a written statement of the reasons for terminating the placement.

 Students should expect that any disciplinary action will negatively affect the grade assigned to field instruction. Students appeal of disciplinary action in field should be handled through the Appeal Procedures outlined in the Social Work Student Handbook.

Policy on Repeating Field Education

 Students who have been terminated from the Field Education or who has made a grade of C or below may file an appeal to permit them to repeat the Field Education. Students who obtain approval through the appeal process must submit written documentation to the Field Education Coordinator that previous behaviors and/or skills deficits have been addressed.

 The Appeals Committee will make a recommendation to the Field Education Coordinator concerning the student’s request for a second field placement. The Field Education Coordinator will review this recommendation with the student, and if appropriate, will discuss appropriate remedial action that student could take. Students may appeal the recommendation of the Field Education Committee through the Appeal Procedures outlined in the Social Work Student Handbook.

### Personal Safety:

 In the course of his/her duties, the student might find him/her in a situation which could pose a threat to his/her safety. Such instances are rare. However, if such situations arise, the safety of the student should be the primary concern. It is best to exit the situation as soon as possible. The situation should be discussed with the field instructor and the Field Instruction Coordinator at the earliest opportunity.

### Field Education at Place of Employment

 It is the policy of the Social Work Program that students should complete Field Education at an agency or setting which he or she is not employed. In special circumstances, the Program may approval an exception to this policy. The major consideration will be that the agency or employment is capable of providing a new and different learning experience for the student which clearly meets the criteria for selection of placement sites and the program objectives. The utmost concern will be that the agency assignment provides a clear opportunity for generalist practice with urban populations. It must be clear that Field Education is educationally directed rather than centered on provision of agency services.

The following criteria must be met for assignment within one’s place of employment:

1. The Field Education site clearly affords the opportunity for generalist practice as defined in this manual.
2. The assignment constitutes a change from previously assigned duties within the agency; with different populations and/or a different focus.
3. The agency must have an employee who is not the student’s work supervisor to provide Field Education. In some situations the Agency Field Instructor may be provided support and consultation by University Faculty.
4. The Agency must be approved as a Field Education site by the Department of Social and meet all criteria as outlined in the section on selection of agencies for Field Education sites.
5. The Agency will grant release time for students to complete Field Education activities as specified within this manual.
6. The student will be responsible for submission of a document which prescribes how the above criteria will be met. Within this document, the student will outline how he/she plans to comply with the above criteria; in addition, the Agency Director or Program Director will attest to the feasibility of the plan, and the proposed Field Instructor will be identified. This documentation will be presented to the Field Instruction Coordinator for approval.

### Field Education Related Cost

 A Field Education fee of $23.00 is assessed per Field Education student. This fee is to be remitted during the Field Education Application process. The cost of the required professional liability insurance coverage is $23.00.

# SECTION VIII TERMINATION PROCEDURES

## University

Academically, the policies and procedures for are set forth by the University and appear in the University Student Handbook under the heading “Retention Standards and Academic Probation. All matters relating to the Academic Probation and Dismissal Policy is the responsibility of the Dean of Admissions and Records to ensure that the philosophy and purpose of Tennessee State University are being observed. This responsibility includes all steps necessary to ensure that each student is given the advantage of all services available in the student’s attempt to become successful.

## Social Work Program

Students may be terminated from the Social Work Program for professional reasons when there is clear evidence of student behavior that is unacceptable. Some of these behaviors include, but are not limited to: failure to meet generally accepted standards of professional conduct, personal integrity, emotional instability, disruptive behavior towards colleagues, faculty or school(at School or Field Placement), impairment due to substance abuse or mental illness and conviction of a felony.

A written complaint must be made to the Director of the Social Work Program in order to initiate the formal review of the student’s behavior. Faculty members, community Social Workers, and Social Work students have a particular responsibility under the NASW Code of Ethics to bring these concerns forward.

The Director of the program will obtain information from person who reports the behavior of Social Work student. The Director will determine the specific nature of the alleged behavior, the reporting person, the behavior, and the other sources of information about the alleged behavior. Anonymous reports will not be accepted. The Director of the Social Work Program will provide the reporting person with information required for filing a complaint about the student’s behavior. A complaint about a student’s behavior must be written. It must:

* Clearly identify the student
* Identify the specific behavior that was problematic, when and where it occurred
* Specify why this behavior was inappropriate
* Specify sources of information that support the complaint
* Be filed within one year of the date the complainant became aware of the problem behavior and clearly identify the complaint’s identity.

The Director of the Social Work Program will discuss a report of the problem with the student. If a written complaint is filed, the student will be provided with a copy of the complaint within ten working days. The Director will appoint a committee of no less than two Social Work faculty members to review the complaint (The Program Director will not serve on the committee). The committee will collect information necessary to evaluate the complaint. This will include contacting the complainant, the student, and other relevant information. The student will be given an opportunity to respond to the complaint and present a response to the committee. The student may request help in responding to the complaint. In this case, a Social Worker from the community will be assigned by the Program Director to help with the response. The student may bring an advisor to a review committee meeting; however, the student’s advisor may not speak for the student.

The review committee will weigh the information and reach a decision on the validity of the complaint. The committee will make recommendations to the Program Director about appropriate action based on the findings. Recommended action may include:

1. No action
2. Recommendation for corrective action
3. Non-academic probation - student continues in the program, the time limit and conditions of probation specified
4. Non-academic suspension - student may not take any Social Work courses for a specified time period. Conditions of reinstatement specified.
5. Termination from program

Recommendations should focus on correcting problems identified in the complaint. The review committee will conclude its work within twenty-five (25) working days from the filing of the complaint, excluding summer. The committee will discuss its findings with the student.

## Appeals Process

The student may appeal a review committee’s recommendation to the Program Director. Appeal should be in writing and submitted within two working days after the student has been notified by the review committee. The second level of appeal is to the Dean of the College of Public Service. The third level is to the Executive Vice President and Provost for Academic Affairs. The fourth level of appeal is to the President of the University. These policies are clearly specified and made known to both students and faculty in the Social Work Program, and are published in the Social Work Student Handbook, p.22 and the Program Policies and Procedural Manual which is located on the program website.

# ORGANIZATIONAL CHART

\* Program Allocation and contracts-see Accreditation Standard 7.0