Social work education serves as a critical learning forum during which students are acculturated into the social work profession. This document establishes Professional Standards that apply to students enrolled at the School of Social Work at The University of Texas at Arlington. Professional Standards include both professional behavior and scholastic performance.

The Dean and faculty in the School of Social Work affirm the belief that current or future social work clients deserve the best services. In accordance with this, the Dean and faculty have the responsibility to ensure that future social work professionals at the bachelor’s, master’s, and doctoral levels conduct themselves in accordance with the standards of the National Association of Social Workers Code of Ethics, the Code of Conduct prescribed by the Texas State Board of Social Worker Examiners, the UT-Arlington Code of Conduct and Honor Code, and the School of Social Work Professional Standards. Additionally, as stated in the Code of Conduct for UT-Arlington, “all students are expected and required to obey federal, state, and local laws, to comply with the Regents’ Rules and Regulations, with The University of Texas System and institutional rules and regulations, with directives issued by an administrative official of the UT System or institution in the course of his or her authorized duties, and to observe standards of conduct appropriate for an academic institution.” These Codes and Standards, therefore, serve as criteria for students' behavior conduct during classes, volunteer work, and field practicum work while at UT-Arlington.

The Dean and faculty shall assess continually students’ professionalism, and when issues arise, shall assertively initiate procedures for remedial action in a timely manner. Meeting the criteria for scholastic achievement is necessary but not sufficient to ensure continued enrollment in a program. Thus, both professional behavior and scholastic performance comprise Professional Standards.

Students have the responsibility to stay informed of the additions or amendments to the National Association of Social Workers Code of Ethics, the Code of Conduct prescribed by the Texas State Board of Social Worker Examiners, the UT-Arlington Code of Conduct and Honor Code, and the School of Social Work Professional Standards. Expectations for conduct of students in the School of Social Work are also found in the BSW, MSW, and Ph.D. Student Handbooks and in the BSW and MSW Field Policies and Procedures Manuals.

A signed acknowledgment that they have received, are aware of the contents of, and will abide by the documents will be kept in students’ files.

Faculty members, field instructors, staff, administrators, students, clients, or any affected or concerned persons may raise questions about a student’s behavior. Persons who are raising concerns should contact the student’s instructor or the Director of the BSW, MSW, or Ph.D. program, the Assistant Dean of Field Education, or the Coordinator – Office of Advising and Student Success. The appropriate person receiving the concern or complaint should try to resolve the situation. If this is impossible or unadvisable, or an attempt or several attempts to resolve the situation have been made without resolution, he or she should refer the situation to the Coordinator – Office of Advising and Student Success. The person making the referral to the Coordinator – Office of Advising and Student Success should fill out the Student Success Referral Form and submit this to the Coordinator – Office of Advising and Student Success as soon as possible, and no later than within the semester in which the issue occurred. See Appendix A for the Student Success Referral Form.
Professional Behavior

Students are expected to demonstrate behaviors that are in compliance with the National Association of Social Workers Code of Ethics, the Code of Conduct prescribed by the Texas State Board of Social Worker Examiners, the UT-Arlington Code of Conduct and Honor Code, the School of Social Work Professional Standards and the Code of Conduct for UT-Arlington. These are described in Appendix A.

UTA Procedures

Academic dishonesty, unacceptable behavior and professional misconduct by students that violate UT-Arlington Student Conduct and Discipline policies may also be forwarded to the Office of Student Conduct by the appropriate instructor or administrator. The Office of Student Conduct will determine whether a violation of student conduct has occurred and whether disciplinary action is to be taken as outlined in the Handbook of Operating Procedures (See Student Policies-Chapter 2). For all social work students, the Office of Student Conduct will forward the final determination and relevant information from its process to the Dean, the Associate Dean for Academic Affairs and the Coordinator – Office of Advising and Student Success. The School of Social Work may impose additional penalties as warranted for violations.

UTA SSW Professional Standards Policies and Procedures

Three levels of review can occur at the School of Social Work in reviewing student’s Professional Behavior and/or Scholastic Performance. The level of review depends upon the potential severity of the concern. Information disclosed during student meetings with faculty, program directors, or school administrators can be shared, as appropriate, if the information raises concerns about professional performance. Faculty and/or program directors will share pertinent information with each other for the professional purpose of identifying student issues and enhancing problem solving about the concerns.

Conduct that may result in a review and/or possible dismissal from the School of Social Work includes, but is not limited to:

1. Failure to meet or maintain program requirements.
2. Scholastic dishonesty, including cheating, lying, plagiarism, collusion, falsifying academic records, or any act designed to give unfair academic advantage to the student. Faculty are required to adhere to UT-Arlington guidelines regarding reporting scholastic dishonesty. Issues related to scholastic dishonesty should be reported to the Office of Student Conduct using their procedures. See Appendix B on Plagarism.
3. Behavior or conduct judged to be in violation of the current National Association of Social Workers Code of Ethics, the Code of Conduct prescribed by the Texas State Board of Social Worker Examiners, the UT-Arlington Code of Conduct and Honor Code, or the School of Social Work Professional Standards.
4. Consistent pattern of unprofessional behavior or one incident, which is deemed significant unprofessional behavior.
5. Any threat or attempt to harm oneself or someone else.
6. Commission or intent to commit a criminal act that is contrary to professional practice, occurring during the overall course of study or occurring prior to admission to the School of Social Work and becoming known after admission. This may include any pending or unresolved charges.

Three levels of review exist in the School of Social Work.

Level 1: Issues of concern between a specific instructor and student
Level 2:  
A. Unresolved disagreements from Level 1  
B. Claims of unprofessional behavior about a social work student  

Level 3:  Unresolved situations from Level 2 and/or new situation warranting this level of intervention.

The procedures for each level are listed below. A student situation may be referred directly to Level 3 if in the opinion of the program director, a resolution is not possible or reasonable in Level 1 or 2.

Level 1. A Level 1 review involves an instructor and a student. When a classroom instructor, faculty liaison, or field instructor has concerns about a student meeting any of the Professional Standards, whether related to professional behavior or scholastic performance, or if a student has concerns he/she wishes to discuss, that instructor will:

• Discuss those concerns directly with the student and seek to work with the student to resolve the difficulties.
• Document dates and content of meetings with students.
• Provide a copy of the documentation of these meetings to the Coordinator – Office Advising and Student Success to be kept in the student’s file.

If a problem arises in field, the agency-based field instructor will discuss concerns directly with the student and with the faculty liaison. It is the responsibility of the faculty liaison to apprise the appropriate program director of the concerns.

In many instances, meetings between instructors and students resolve the concerns and do not necessarily lead to further reviews, pursuant to this section. If the instructor and student are not able to resolve the issue, the information is referred to Level 2. The instructor will fill out the Student Success Referral Form (insert link here) and submit to the Coordinator - Office of Advising and Student Success. See Appendix A for the Student Success Referral Form.

If a School of Social Work staff member experiences an issue with a student that may constitute a violation of the Professional Standards, the staff member will consult with his/her supervisor. Together, they will determine if it is necessary to fill out a Student Success Referral Form. If deemed necessary the staff member will fill out the Student Success Referral Form and submit it to the Coordinator - Office of Advising and Student Success for follow up.

Level 2. A Level 2 review involves the instructor, faculty liaison and field instructor (if a field related issue), the student and the Coordinator - Office of Advising and Student Success, and the appropriate Program Director and/or Assistant Dean of Field Education. This process is designed to assist students in dealing with identified concerns that have an impact on their performance.

Unresolved situations from Level 1 are referred to the Coordinator - Office of Advising and Student Success and the appropriate Program Director and Assistant Dean of Field Education if a field-related concern. In situations where Level 1 procedures do not apply, the Coordinator - Office of Advising and Student Success will attempt to resolve the issue with the student and involved parties.

The Coordinator - Office of Advising and Student Success will:
• Meet with the student to determine the nature of the concern and gather sufficient information to develop a plan to address that concern.
• Develop a Student Success Plan with the student to address any concerns including modifying behaviors, seeking appropriate assistance, etc.
• Provide feedback to reporting faculty member and/or staff member, Program Director and/or Assistant Dean of Field Education and Associate Dean for Academic Affairs.
• Provide follow-up to the student to determine if Student Success Plan goals are being met or need to be adjusted.
• Maintain all documentation of meetings with student and Student Success Plan.
• Refer to Level 3 review if student is not progressing in Student Success Plan or other factors determine it necessary to conduct a more comprehensive review.

At any point in Level 2, the Coordinator - Office of Advising and Student Success, appropriate Program Director and/or Assistant Dean of Field Education may determine that the student situation better matches the UT-Arlington Code of Conduct and may refer the situation to the Office of Student Conduct.

**Level 3. Student Success Conference.** A Level 3 Student Success Conference involves the instructor, student, program director(s), staff, and faculty who have had direct experience with the student in classroom, field or in the university setting. Generally, this level review is called when problematic patterns are identified with students or when the issues are serious enough to require formal consultation with other faculty and the student. The purpose is to determine the nature of the problem and identify alternatives for remediation if possible. A Level 3 review is frequently conducted when concerns have not been resolved in prior reviews; when issues relate to a student not meeting the NASW Code of Ethics, the Texas State Board of Social Worker Examiners Code of Conduct, UT-Arlington Code of Conduct and Honor Code, and the School of Social Work Professional Standards or when the student is being considered for withdrawal or discontinuance in the program. Additionally, students who are removed from their field placements by an agency or who fail the field placement will automatically receive a Level 3 review unless otherwise recommended by the field liaison or field director. When a student is removed from the field placement or fails the field placement, an automatic conference should be held between the Assistant Dean of Field Education and the Field Liaison within 5 business days. In most but not all instances, a Level 3 review is required to deal with student performance and is the last decision-making step in the review process at the School of Social Work. This decision is at the discretion of the Assistant Dean of Field Education, the Associate Dean for Student and Academic Affairs, and/or the Professional Standards Committee Chair.

To initiate a Level 3 Student Success Conference, the relevant party must submit a request for a conference (through a Student Success Referral using the form in Appendix A) in writing within 5 business days of the incident that triggered the referral, outlining the violations of professional behavior of concern to the Chair of the Professional Standards Committee using the Student Success Referral form in Appendix A. In situations where a student has a Student Success Plan in place, a written statement describing how the Student Success Plan has not been followed will be submitted. If the violation warrants immediate intervention (possibly bypassing a Level 1 and Level 2 review), a written statement detailing the concerns of the violation of Professional Standards must be submitted to the Coordinator of the Office of Advising and Student Success (through a Student Success Referral using the form in Appendix A). The Coordinator of the Office of Advising and Student Success will provide the student with a copy of the referral and the student being referred is also required to submit a written statement in response to the referral no longer than 2 pages double spaced within 5 business days of receiving the referral from the Coordinator. The Chair of the Committee convenes a meeting, which includes the members of the committee, the student and all relevant participants. If the Chair of the Committee or other member of the Committee is directly involved in the review, they will recuse themselves of their role on the Committee. The Coordinator - Office of Advising and Student Success will serve as the coordinator of this process and will work with the appropriate faculty and the student to gather information.
Appropriate faculty to be involved in a review will include but are not limited to those who have direct knowledge of and experience with the student. The Program Director(s) serve during the Committee’s deliberations as a representative of the student’s program. All relevant information must be submitted in writing. The information should describe the unresolved issues as well as the student’s behavior. Anonymous letters or undocumented accusations will not be considered. The identity of persons who are considered to be at risk of reprisal will be held in confidence to the extent allowable by law.

Notice of Conference. The student will be notified in writing, by email to their UTA account, of the meeting date, with sufficient time to prepare for and attend the meeting (See Appendix C for a sample of the notice). Email is the prime means for communication. Therefore, the University and School of Social Work has the right to send communications to students via e-mail and the right to expect that those communications will be received and read in a timely fashion. UTA email is the official address that the University and School of Social Work will send e-mail communications.

The student must be given written and specific claims or grounds for the unresolved issue or claims of violation of Professional Standards. The meeting notice should state that the Committee may recommend, but is not limited to, continuation in the program with stipulations, dismissal from the college or university, suspension, and/or recommendations for civil or criminal prosecution.

Timing. Meetings with the Committee shall be held in a timely manner, no later than the committee’s next regularly scheduled meeting. Meetings with the Committee for dismissal or discipline shall not be delayed because of pending civil or criminal proceedings resulting from inappropriate behavior.

Student Status. Student's status and rights to attend classes and interact with students and faculty may not be taken away pending disciplinary proceedings unless his or her presence presents a threat to clients, students, faculty, staff, or victims. Students may not continue in their field placement during the review process in the case of an alleged violation of professional standards in a field placement agency. A student may waive, in writing, the right to continue in classes or register for future classes.

Conference with the Student. The members of the Committee will meet with the student and all interested parties to determine the nature of the concerns and come to resolution of the review (See Appendix D for a sample conference agenda). The student and involved UTA faculty and staff are required to be present at the meeting. It is requested that if an agency is involved, the agency send a representative. However, if a representative is not available, a written statement is required. If necessary, the Chair of the Professional Standards Committee may request additional information. The student has the right to challenge the validity of information as long as this does not substantially burden the university, participants, or affected parties. Ethical integrity is an academic issue in a professional school, therefore, as in any academic matter, the student appearing before the Committee will not be represented by an attorney.

Publicity. When concerns about a student are based on professional standards, all faculty members and administrators in the School of Social Work should refrain from imposing a stigma or disability on the student. All publicity, actions, findings, comments, or claims about inappropriate behavior are limited to the current university setting, and may not be disclosed to other academic programs, prospective employers, or other entities if the reports will limit the student’s future opportunities. At times, it may be necessary for the Department of Field Instruction to share information about a student’s previous placement and performance problems in order for a student to be placed.

Decisions of Professional Standards Committee- Level 3 Student Success Conference.
The Chair of the Professional Standards Committee will inform the student and Program Director of the decisions in writing via UTA MavMail (See Appendix E for a sample decision notification), which can include one or more of the following actions:

- **Continue the student in the program with no conditions.**
  In these situations, the concern has been addressed and no further action by the student or program is required.

- **Establish formal conditions for the student's continuance in the program.**
  In these situations, specific conditions must be met in order for the student to remain in the program. Action may include establishing goals, a plan, a timeline, and appropriate monitoring; providing mentoring and support; placing the student on probation and monitoring the student during the probationary period; referring the student to counseling and/or advising services; requiring additional coursework of the student; allowing the student to follow a reduced course load or delay entry to the field practicum; or requiring the student to withdraw from the program with the option of reapplying.

- **Consult with and/or refer to the Office of Student Conduct.**
  In some instances, depending on the nature of the problem, the University's Office of Student Conduct may be consulted. If a referral is made to that Office after consultation, the student will be notified in writing about the nature of the concern and the fact that the referral is taking place. Situations, which may result in referral to the Office of the Student Conduct, include scholastic dishonesty, hazing, racial or sexual harassment, possession or use of firearms or other weapons on University property, damage or destruction of University property, and conduct that endangers the health or safety of any University student, employee, or campus visitor.

- **Counsel the student to change majors/degree programs and/or discontinue the student in the program.**
  In some situations, it will be recommended that the student no longer continue in the social work program. The student will be counseled to voluntarily change majors or degree programs. If that does not occur, the student will be discontinued from the program. In either case, the student will be provided with documentation regarding the specific reasons for their dismissal and the conditions, if any, under which they may re-apply.

If the decision of the committee is to recommend the student continue in the program with no conditions or formal conditions, the student will be notified of this during the Student Success Conference. If there is a need for consultation or referral to the Office of Student Conduct, the student will be informed of this during the conference.

The minutes of the conference and recommendations/conditions for the student will be prepared within ten business days after the conference. The Chair of the Professional Standards Committee and the student will sign the recommendations/conditions and the student will receive a copy. This agreement is not binding until the student has signed the form. The student may appeal the decision of the Professional Standards Committee to the Dean of the School of Social Work. Students wishing to appeal should contact the Coordinator - Office of Advising and Student Success to begin the process.

If the decision of the committee is to recommend the student be dismissed from the School of Social Work, the recommendation will be forwarded to the Dean of the School of Social Work for review and approval.
In any Level 3 Student Success Conference, there must be clear, concise documentation of the problem areas as well as verification that these concerns have been discussed with the student and attempted to be ameliorated, where appropriate. Students must be notified of the decision in writing within ten business days of the review. It is the responsibility of Chair of the Professional Standards Committee to communicate the decision to the student.
Composition and Role the Professional Standards Committee

From the Bylaws Of The University Of Texas At Arlington School Of Social Work, the responsibilities of the Professional Standards Committee are as follows:

Professional Standards Committee

- Structure
  - Shall be composed of three members of the faculty, the Associate Dean for Academic Affairs, and an alternate.

- Functions
  - It shall be responsible for monitoring any and all academic and professional student-related issues as they arise.
  - It shall have, create and utilize separate procedures and guidelines for grade appeals and for student conduct issues.

Non-Academic Grievances

Student-initiated grievances that are not academic in nature are addressed in other documents. Students should refer to the Office of Graduate Studies Graduate Catalog and the Undergraduate Catalog for more detailed discussion of specific grievance procedures.

The University of Texas at Arlington Policy on Sexual Harassment

Please refer to the Equal Opportunity Services office for more detailed discussion of policies and procedures.
The University of Texas at Arlington
School of Social Work

Grievances Related to Grades

Undergraduate
Policies and Procedures

Overview

The UTA School of Social Work follows the policies and procedures of UTA pursuant to grade grievances. Individual course instructors retain primary responsibility for assigning grades. The instructor’s judgment is final unless compelling information shows:

1. **Preferential Treatment**
   Example: Providing exceptions or benefits to one or more students but not to all students in the class.

2. **Procedural Irregularities**
   Example: Failure to follow a requirement described in a course syllabus, adding a new requirement, or using criteria for grades that are not on the syllabus or in the university catalog.

Grade grievances can only be filed for the above reasons. Only the final course grade may be appealed. There are no appeals for individual assignments and assignments will not be re-graded.

Any grievances alleging discrimination committed by faculty should be referred to the Equal Opportunity Services for investigation.

If information warrants an appeal, the order of academic channels are:

1. Instructor
2. Coordinator, Office of Advising & Student Success
3. Professional Standards Committee
4. Dean of the School of Social Work

The student has one calendar year from the date the grade is assigned to initiate the grievance. The Coordinator of the Office of Advising and Student Success is responsible, in collaboration with the Chair of the Professional Standards Committee, for recording grade grievances in two places: individual students’ files and a log noting the student’s name, course number, instructor’s name, reason for the grievance, and the outcomes.
Specific Steps

Step 1:

The student and the instructor (assigning the grade) meet to discuss the grade assignment. In attempting to resolve a grade grievance, the student must first make a serious effort to resolve the matter with the instructor who issued the grade. If agreement as to the current or revised grade assignment can be finalized at this meeting, the process for grade appeal is discontinued.

Step 2:

If agreement is not reached, the student meets with the Coordinator of the Office of Advising & Student Success to discuss the student’s intent to appeal.

The Coordinator of the Office of Advising & Student Success serves as the case manager for the Professional Standards Committee during the Grade Grievance Process. The role of the Coordinator of the Office of Advising & Student Success is to:

1. Explain the grade grievance policy to the student, particularly legitimate bases for grade grievances (i.e. preferential treatment, procedural irregularities).
2. Direct the student to the required forms and explain the necessity of supporting a grievance with evidence.
3. Receive the written grade grievance from the student.
4. Notify the instructor assigning the grade that a grade grievance has been filed by the student and request a written response from the instructor within two weeks of notification.
5. Forward the material to the Chair of the Professional Standards Committee.

Step 3: Professional Standards Committee Review

1. The Professional Standards Committee has 60 days from the time the information is received from the Coordinator of the Office of Advising & Student Success to make a determination.

2. If necessary, the Chair of the Professional Standards Committee may request additional information from the student and instructor.

3. The Chair of the Professional Standards Committee must send the grade grievance information in its entirety (including student and instructor information) to the Professional Standards Committee members 5 days before the scheduled committee meeting.

4. Committee Meeting: After consideration of the student’s grievance, the Professional Standards Committee will deliberate as a group and make a decision concerning the grievance and a determination whether the grade grievance is substantiated or unsubstantiated. The Chair of the Professional Standards Committee will notify the student and the instructor of the determination.

5. The Chair of the Professional Standards Committee will notify the student of its decision in an email to the student’s official MavMail account within 10 business days of consideration of the grievance. The
email will contain a PDF copy of the signed decision letter on UT-Arlington stationary and a receipt indicating the email was read will be required.

6. The Chair of the Professional Standards Committee or his/her designee will keep appropriate documentation of all materials and minutes of the Committee Meeting.

A summary of the Grade Grievance process will include:

- Basis of the student’s appeal
- Faculty response to the appeal
- Decision of the Committee and rationale for the decision

**Step 4: Dean’s Review**

1. Should a student disagree with the Professional Standards Committee’s decision, s/he should contact the Coordinator of the Office of Advising & Student Success. The Coordinator will forward documentation to the Dean for an additional review. The Dean has 30 days to conduct this additional review of the committee’s decision.

2. The grievance process ends with the Dean; there is no further appeal. The appeal must specifically state the reasons the student believes that the decision of the Professional Standards Committee is incorrect.
The University of Texas at Arlington
School of Social Work

Grievances Related to Grades

Undergraduate
Appeal Form

Student Information
(Type Only)

Student's Name ___________________________ Student I.D. ____________

Street ______________________________________________________________________

City ___________________________ State _________ Zip ____________

Telephone Numbers:
Home ____________ Work ____________ Cell ____________

UTA Email Address ____________________________________________________________

Select one of the following:

Undergraduate (BSW ) ______

Undergraduate (BSW Intended ) ______

Undergraduate (Social Work course, not a BSW major) ______

The student has one calendar year from the date the grade is assigned to initiate the grievance.
Grade Grievance Information
(Type Only)

Have you attempted to resolve the dispute with your instructor?

Yes ______  No ______

If you answered NO to the above question, please see your instructor and try to resolve this dispute. The appeal cannot proceed until you have done this.

1. Instructor's name ________________________________________________

2. Course number and Section number _____________ Grade received ______

3. Semester ________________________________ Year _________________

4. State specifically the grade you are appealing and the action you are now requesting?

5. Indicate the basis of your grade grievance by checking one or more of the following:

   ____ Preferential treatment

   ____ Procedural irregularity

6. Provide the following supporting evidence (attach to this form):

   ____ Course syllabus

   ____ Grade Report from Blackboard noting grades on all assignments

   ____ Email communications with the instructor regarding issue (if applicable)

   ____ Blackboard Discussion Board communications with the instructor regarding issue (if applicable)

7. In 50 words or less, please explain why you believe the instructor has exhibited differential treatment or procedural irregularity (your choice in #5). You may attach additional sheets if you wish that specifically address actions you have requested of your instructor and outcomes of the request.

Student's Signature ____________________________  Date _________
Coordinator, ____________________________  Date _________
Office of Advising and Student Success
Grievances Related to Grades

Graduate
Policies and Procedures

Overview

The UTA School of Social Work follows the policies and procedures of UTA pursuant to grade grievances. Individual course instructors retain primary responsibility for assigning grades. The instructor’s judgment is final unless compelling information shows:

1. **Preferential Treatment**
   Example: Providing exceptions or benefits to one or more students but not to all students in the class.

2. **Procedural Irregularities**
   Example: Failure to follow a requirement described in a course syllabus, adding a new requirement, or using criteria for grades that are not on the syllabus or in the university catalog.

Grade grievances can only be filed for the above reasons. Only the final course grade may be appealed. There are no appeals for individual assignments and assignments will not be re-graded.

Any grievances alleging discrimination committed by faculty should be referred to the Equal Opportunity Services for investigation.

If information warrants an appeal, the order of academic channels are:

1. Instructor
2. Coordinator, Office of Advising & Student Success
3. Professional Standards Committee
4. Dean of the School of Social Work

The student has one calendar year from the date the grade is assigned to initiate the grievance.
Specific Steps

Step 1:

The student and the instructor (assigning the grade) meet to discuss the grade assignment. In attempting to resolve a grade grievance, the student must first make a serious effort to resolve the matter with the instructor who issued the grade. If agreement as to the current or revised grade assignment can be finalized at this meeting, the process for grade appeal is discontinued.

Step 2:

If agreement is not reached, the student meets with the Coordinator of the Office of Advising & Student Success to discuss the student’s intent to appeal.

The Coordinator of the Office of Advising & Student Success serves as the case manager for the Professional Standards Committee during the Grade Grievance Process. The role of the Coordinator of the Office of Advising & Student Success is to:

6. Explain the grade grievance policy to the student, particularly legitimate bases for grade grievances (i.e. preferential treatment, procedural irregularities).
7. Direct the student to the required forms and explain the necessity of supporting a grievance with evidence.
8. Receive the written grade grievance from the student.
9. Notify the instructor assigning the grade that a grade grievance has been filed by the student and request a written response from the instructor within two weeks of notification.
10. Forward the material to the Chair of the Professional Standards Committee.

Step 3: Professional Standards Committee Review

7. The Professional Standards Committee has 60 days from the time the information is received from the Coordinator of the Office of Advising & Student Success to make a determination.

8. If necessary, the Chair of the Professional Standards Committee may request additional information from the student and instructor.

9. The Chair of the Professional Standards Committee must send the grade grievance information in its entirety (including student and instructor information) to the Professional Standards Committee members 5 days before the scheduled committee meeting.

10. Committee Meeting: After consideration of the student’s grievance, the Professional Standards Committee will deliberate as a group and make a decision concerning the grievance and a determination whether the grade grievance is substantiated or unsubstantiated. The Chair of the Professional Standards Committee will notify the student and the instructor of the determination.

11. The Chair of the Professional Standards Committee will notify the student of its decision in an email to the student’s official MavMail account within 10 business days of consideration of the grievance.
email will contain a PDF copy of the signed decision letter on UT-Arlington stationary and a receipt indicating the email was read will be required.

12. The Chair of the Professional Standards Committee or his/her designee will keep appropriate documentation of all materials and minutes of the Committee Meeting.

A summary of the Grade Grievance process will include:

- Basis of the student’s appeal
- Faculty response to the appeal
- Decision of the Committee and rationale for the decision

**Step 4: Dean’s Review**

1. Should a student disagree with the Professional Standards Committee’s decision, s/he should contact the Coordinator of the Office of Advising & Student Success. The Coordinator will forward documentation to the Dean for an additional review. The Dean has 30 days to conduct this additional review of the committee’s decision.

2. The grievance process ends with the Dean; there is no further appeal. The appeal must specifically state the reasons the student believes that the decision of the Professional Standards Committee is incorrect.
Grievances Related to Grades

Graduate Appeal Form

Student Information
(Type Only)

Student's Name ____________________________ Student I.D. ____________

Street _______________________________________________________________________

City ____________________________ State _________ Zip ____________

Telephone Numbers:
Home ____________ Work ____________ Cell ____________

UTA Email Address ____________________________________________________________

Select one of the following:

Graduate (MSW) ______

Doctorate (Ph.D.) ______

The student has one calendar year from the date the grade is assigned to initiate the grievance.
Grade Grievance Information
(Type Only)

Have you attempted to resolve the dispute with your instructor?

Yes ______ No ______

If you answered NO to the above question, please see your instructor and try to resolve this dispute. The appeal cannot proceed until you have done this.

1. Instructor's name ________________________________________________

2. Course number and Section number _____________ Grade received ______

4. Semester ________________________________ Year _________________

4. State specifically the grade you are appealing and the action you are now requesting?

5. Indicate the basis of your grade grievance by checking one or more of the following:

_____ Preferential treatment

_____ Procedural irregularity

6. Provide the following supporting evidence (attach to this form):

_____ Course syllabus

_____ Grade Report from Blackboard noting grades on all assignments

_____ Email communications with the instructor regarding issue (if applicable)

_____ Blackboard Discussion Board communications with the instructor regarding issue (if applicable)

7. In 50 words or less, please explain why you believe the instructor has exhibited differential treatment or procedural irregularity (your choice in #5). You may attach additional sheets if you wish that specifically address actions you have requested of your instructor and outcomes of the request.

Student's Signature ____________________________ Date __________
Coordinator, ___________________________         Date __________
Office of Advising and Student Success
APPENDIX A
The Office of Student Success exists to support the academic and professional success of our students. At times, their progress may be impeded by behaviors considered below standard. The list below contains professional standards we expect students to demonstrate in the classroom, in the field and in communication with others. These include the standards of the National Association of Social Workers Code of Ethics, the Code of Conduct prescribed by the Texas State Board of Social Worker Examiners, the UT-Arlington Code of Conduct and Honor Code, and the School of Social Work Professional Standards. Additionally, as stated in the Code of Conduct for UT-Arlington, “all students are expected and required to obey federal, state, and local laws, to comply with the Regents’ Rules and Regulations, with The University of Texas System and institutional rules and regulations, with directives issued by an administrative official of the UT System or institution in the course of his or her authorized duties, and to observe standards of conduct appropriate for an academic institution.” These Codes and Standards, therefore, serve as criteria for students’ behavior conduct during classes, volunteer work, and field practicum work while at UT-Arlington. For the purpose of this form, these standards are organized and operationalized around behavior, self-disclosure/awareness, communication, and emotional and mental abilities. Within each category are listed areas of concern which may indicate that a student is unable, or unwilling, to follow the aforementioned Professional Standards. This list is not intended to be all-inclusive and may be amended by faculty as needed.

This evaluation requires your professional appraisal of the student in your course, in the field or in communications with others, whose conduct and/or communication are of concern relative to his/her progress and potential in the classroom, field, or profession. By documenting the student’s demonstrated indicators of concern, you are providing the Office of Student Success with an opportunity to know your concerns, support your efforts to intervene, address the areas of concern directly with the student, and determine possible patterns of unprofessional conduct/communication that may be occurring in other classes, in the field or in the profession.

Once submitted to the Coordinator - Advising and Student Success, this form will be used to determine an appropriate course of action. Information disclosed during student meetings with faculty, program directors, or school administrators can be shared as appropriate if the information raises concerns about professional performance.

Date: ___________________ Student Name: ________________________________

SID: ___________________ Student UTA MavMail Address: __________________________

Student Mailing Address: ____________________________________________________________

Instructor Name: _________________________________________________________________

Course Name: _________________________________________________________________

Semester (check one): _____FALL _____SPRING  _____SUMMER     Year: __________

PART I – BEHAVIOR STANDARDS

Demonstrates the ability to work cooperatively with others. Actively participates in class/required volunteer work (e.g., SOCW 2311, service-learning)/field practicum discussion groups/presentations. Shows respect for others’ opinions and is open to feedback from peers/instructor. Demonstrates potential for responsible and accountable behavior by knowing and practicing within the scope of social work.
Demonstrates a willingness to understand diversity in people regarding race, color, gender, creed, ethnic or national origin, disability, political affiliation, sexual orientation, religion, and populations at risk. Demonstrates respect for School of Social Work administrators, faculty and staff and field practicum staff in all communications. Demonstrates professional and appropriate behaviors when interacting verbally (in person, telephone) and electronically (voicemail, email, texting, Facebook, etc.).

**INDICATORS OF CONCERN** (check all that apply)

Classroom or field behavior that impedes learning and/or building effective relationships

[ ] Consistently late for class/required volunteer work (e.g., SOCW 2311, service-learning)/field practicum, leaves class/required volunteer work (e.g., SOCW 2311, service-learning)/field practicum early without explanation or excuse, or returns late from break

[ ] Sleeps during class, required volunteer work (e.g., SOCW 2311, service-learning) or field practicum periods

[ ] Present but clearly not engaged (i.e. using laptop, cell phone, reading material not part of course, etc.)

[ ] Disrupts class, required volunteer work (e.g., SOCW 2311, service-learning), or field practicum process by talking to others when not appropriate

[ ] Consistently uses derogatory language or demeaning remarks or gestures

[ ] Appears unwilling/unable to accept feedback

[ ] Monopolizes class, required volunteer work (e.g., SOCW 2311, service-learning), or field practicum discussions

[ ] Consistently complains about class/required volunteer work (e.g., SOCW 2311, service-learning)/field practicum workload to the point of impeding class/required volunteer work (e.g., SOCW 2311, service-learning)/field practicum process

[ ] Demonstrates inappropriate behavior or harassment towards others

[ ] Academic misconduct (requires description of incident and how addressed)

Unprofessional behavior including (requires attachment of description of incident and how addressed)

[ ] Disclosure of confidential/private information.

[ ] Demonstrates a disregard for practicing within the scope of social work.

[ ] Demonstrates inappropriate communications with School of Social Work administrators, faculty and staff, and field practicum staff.

[ ] Demonstrates unprofessional and inappropriate behaviors when interacting verbally (in person, telephone) and electronically (voicemail, email, texting, Facebook, etc.).

[ ] Use of physical or verbal threat toward others.
PART II: SELF-DISCLOSURE/SELF AWARENESS STANDARDS

Uses self disclosure appropriately.
Appears to handle discussion of uncomfortable topics.
Deals appropriately in class/required volunteer work (e.g., SOCW 2311, service-learning)/field practicum with issues that arouse emotions.
Demonstrates an awareness of the effects of one’s behavior on others.

INDICATORS OF CONCERN (check all that apply)

[ ] Inappropriately shares personal information in class, required volunteer work (e.g., SOCW 2311, service-learning), or field practicum that is not relevant
[ ] Overreacts to or resents, feedback (e.g. takes it personally)
[ ] Appears unable/unwilling to control emotional reactions
[ ] Faculty concern regarding possible alcohol/drug abuse, emotional problems
[ ] Verbal threats directed at clients, faculty, students, and staff in the School of Social Work, required volunteer placements (e.g., agencies for SOCW 2311, service-learning), or field practicum.
[ ] Demonstrates poor judgment, decision-making, or problem solving skills
[ ] Consistent failure to demonstrate ability to form effective student/instructor (including field instructor) relationship
[ ] Physical appearance (clothing) is unprofessional, inappropriate for classroom or field setting

PART III: COMMUNICATION SKILLS (WRITTEN STANDARD)

Demonstrates consistency in written communication.
Written assignments demonstrate good spelling, appropriate use of punctuation, clear structure, paragraphing, good organization, logical sequence.
Demonstrates proper documentation of sources and citations.
Follows written guidelines and formats of instruction.
Demonstrates ability to write effectively in records.
Shows command of the English language.
Abides by University standards (e.g., academic integrity, plagiarism).
Demonstrates use of critical thinking skills.

INDICATORS OF CONCERN (check all that apply)

[ ] Written work is frequently vague, shows difficulty expressing ideas clearly and concisely.
[ ] Excessive errors in spelling, punctuation, structure, etc., and does not make an effort to improve.
[ ] Consistently fails to adhere to guidelines for written assignments.
[ ] Plagiarism and other forms of academic dishonesty.

COMMUNICATION SKILLS (VERBAL STANDARD)

Able to clearly articulate ideas, thoughts, concepts, etc.
Communicates clearly.
Proficiency of the English language when English is not the student’s primary language.
INDICATORS OF CONCERN (check all that apply)

[ ] Ideas, thoughts, concepts are not clearly articulated.
[ ] Fails to demonstrate ability to communicate empathy, positive regard, and respect for clients.
[ ] Communication/language skills are inadequate to effectively interact in the classroom and with clients.

EMOTIONAL AND MENTAL ABILITIES

Able to deal with current life stressors through the use of appropriate coping mechanisms.
Uses sound judgment.
Handles stress effectively by using appropriate self-care.
Develops supportive relationships with colleagues, peers and others.
Seeks and effectively uses help for medical or emotional problems that interfere with scholastic and professional performance.

INDICATORS OF CONCERN (check all that apply)

[ ] Demonstrates difficulty managing life stressors.
[ ] Personal difficulties are interfering with scholastic activities, professional judgment and behavior.
[ ] Demonstrates difficulty in developing supportive relationships.
[ ] To this point, has not sought assistance in working through issues interfering with scholastic and professional performance.

Please share the strengths demonstrated by the student you feel would assist in the student’s success.

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

Please indicate which of your concerns you have addressed with your student. Describe the communication and the student’s response. Be as specific as possible (Include dates where applicable.).

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

If there is additional information you would like to provide regarding the student’s progress that is not addressed on this form please be as specific as possible. Feel free to add an addendum to this document.

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
ACTIONS BY THE OFFICE OF STUDENT SUCCESS:

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

Coordinator - Advising and Student Success Signature    Date

Administrative Checklist

Date____________________ Communicated with reporting faculty
Date____________________ Communicated with Program Director(s)
Date____________________ Communicated with Associate Dean for Academic Affairs
Date____________________ Communicated with student
FOLLOW-UP/REVIEW OF PROGRESS (to be completed within 2 weeks):

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

______________________________

_______ No further review necessary.
_______ Continue with Student Success Plan; further review necessary.

Date of next review ____________

_______ Refer to Level 3 Student Success Conference.

________________________________
Coordinator - Advising and Student Success Signature     Date
APPENDIX B

PLAGIARISM

Academic honesty is highly prized at the School of Social Work. Plagiarism and the inappropriate use of an author's material are considered serious violations of scholarly and professional ethics. All instances of suspected plagiarism will be referred to the Office of Student Conduct using their procedures.

Plagiarism can be defined as the failure to give proper credit to authors for their information, ideas, or words found in published or written materials, such as journals, books, monographs, handbooks, manuals, or other scholarly papers. Credit is considered complete if authors are identified in the text and in the reference list. Citations should contain all identifying information and conform to one of the style manuals for scholarly publications such as the Publication Manual of the American Psychological Association.

Additionally, students may not use five or more consecutive words from another source without properly citing and referencing the original author or authors. Quotations of five or more words from authors' published or written material must be (a) enclosed in quotation marks if quotations contain fewer than 40 words or (b) indented five spaces on the left if the quotation contains more than 40 words. Students must submit original work. It is also a violation of plagiarism to purchase a paper from another source and submit it as your original work.

Students may paraphrase the ideas of other sources, but students must also list the author(s) and date of publication in the text of students' written material and include all identifying information in the reference list. Paraphrasing from printed materials is appropriate if students' wording contains the authors' correct ideas and information and the authors are properly cited by name, date of publication and so forth.

Paraphrasing is considered plagiarism if students' written material is similar to form and word structure of authors' original works. For example, plagiarism exists if a student copies an author's sentences or paragraphs but changes every fifth word to avoid the rule on quotations mentioned above.
NOTICE OF STUDENT SUCCESS CONFERENCE

Date of written notification: <date>

Chairperson & Contact Person:
<chairperson name>
Email-- <chairperson email>

Student to be reviewed:
<Student’s Name>

Time/Place of review:
<Time and date of Level 3 conference>
<Location of Level 3 conference>

Invited Participants*:
• <chairperson>, Professional Standards Committee Chair
• <name>, Professional Standards Committee Member
• <name>, Professional Standards Committee Member
• <name>, Professional Standards Committee Member
• <name>, Associate Dean for Academic Affairs; and Professional Standards Committee Member
• <name>, <relevant program director>—<Name> is not a voting member of the Professional Standards Committee and is here as a representative of the <degree program> program as the director.
• <name>, <relevant faculty>
• <name>, <relevant agency representative>
• <Student’s Name>--Student

Purpose:
<Summarize reason for Level 3 Conference here.>

Faculty Members:
If you are unable to attend the above meeting, please submit a statement regarding the student’s progress to <chairperson> prior to the meeting.

Attachment:
UTA School of Social Work-- Student Success Conference Information Form

*Only persons invited will be permitted to attend
1. Chair of the meeting will open the meeting by welcoming everyone and stating the purpose of the meeting—concerns regarding information in the Student Success Referral form regarding behavior, self-disclosure and awareness, and emotional and mental abilities.

2. As chair of the Professional Standards Committee, Dr. Praetorius will preside over the meeting.

3. Chair of the meeting will introduce each of the participants and their role in the meeting.

**Invited Participants:**

- Dr. Regina Praetorius, LMSW-AP, Professional Standards Committee Chair
- Dr. Debra Woody, Associate Dean of Academic and Student Affairs; and Professional Standards Committee Member
- Dr. Jan Finch, Professional Standards Committee Member
- Dr. Maria Scannapieco, Professional Standards Committee Member
- Professor Yvonne Butler, Professional Standards Committee Member
- Professor Ericka Robinson-Freeman, Professional Standards Committee Member
- Dr. Phillip Popple, Director, BSW Program, Professional Standards Committee Member
- Dr. Randy Basham, Director, MSW Program—Dr. Basham is not a voting member of the Professional Standards Committee and is here as a representative of the MSW program as the Director.
- Ms. Jennifer Malone, LCSW, Coordinator, Office of Advising and Student Success; and Professional Standards Committee Member—Ms. Malone is not a voting member of the Professional Standards Committee and is here as a representative of the Office of Student Success.
- Ms. <student’s name>, Student

**Additional Attendee for Administrative Purposes:**

- Nancy Ashenhart, Administrative Assistant

4. Ask everyone to make sure they have turned their cell phones off.

5. Explanation of the process of the meeting. Each person involved with the student and this referral will have an opportunity to share with the committee their thoughts, concerns and/or recommendations. We will begin with the committee members asking questions of the student and the representatives who filed the referral. Then <student’s name> will have an opportunity to speak and to address any concerns s/he may have.

6. The Professional Standards Committee and <Program Director(s)> may ask questions of each person for clarification after that person has finished speaking.

7. Once everyone has participated, the student’s professors and agency representatives in attendance, <student’s name>, and <Program Director(s)> will be asked to leave. The Professional Standards Committee will then discuss the concerns and come to a conclusion of recommendations. These
recommendations may include the student continuing in the program with no conditions, or continuing in the program with stipulations, referral to the Office of Student Conduct, suggestion to change the major or degree program or discontinuing the student in the program. The decision and the minutes of the meeting will be made and processed within 10 days and the student will be informed by the Chair of the decision.

8. Order/Conduct- The student and everyone involved in the meeting will be appropriate and respectful to each other and the meeting will be conducted in an orderly manner.
   a. If in the opinion of the Chair, the demeanor or conduct of any person in attendance at the meeting causes or contributes to any disruption, disturbance, or distraction of the meeting, the person(s) will be required to leave the meeting and the meeting will continue without their presence.
   b. No camera or photographic equipment of any kind, nor any equipment that may be used to record or transmit sound, shall be permitted in the meeting room or in the hallway outside of the meeting room during the process of the meeting, during a break or after. This prohibition shall not apply to any equipment used under the direction of the Chair to make a recording of the meeting for purposes of completing the minutes.
<date>

<Student>
<Student address>

SID#: <UTA student ID #>

Re: Student Success Conference <date of conference>

Dear <Student Name>,

On <date of conference>, a Student Success Conference was held to discuss the concerns related to <reason for conference>.

The Professional Standards Committee, after reviewing the documentation and discussing the deposed information, are making the recommendation that <Student Name> may <decision>.

<If relevant, discuss conditions, etc. here.>

Please sign below acknowledging the decision rendered by the Professional Standards Committee. After signing below, either scan and email it to <chairperson> at <chairperson’s email> or return by US mail to <chairperson> at the address below by <date 2 weeks post-notice>.

____________________________________________  ____________
<Student Name>      Date

Sincerely,

<chairperson>
Chair, Professional Standards Committee
211 S. Cooper, Box 19129
Arlington, TX 76019

Cc:
<name>, Associate Dean for Academic Affairs
<name>, <Relevant Program Director(s)>
<name>, Office of Student Success Coordinator