

University of Texas at Arlington School of Social Work

Professional Standards Policies and Procedures

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 (UTA). Professional Standards include both professional behavior and academic 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 [NASW Code of Ethics](#), the [Code of Conduct](#) prescribed by the Texas State Board of Social Worker Examiners, the UTA [Student Conduct and Discipline Policy](#), the University of Texas System Regents' [Rules and Regulations](#), and the [School of Social Work Professional Standards](#). These Codes and Standards, therefore, serve as criteria for students' behavior conduct during classes, volunteer work, field practicum work, and interactions while at UTA.

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 academic achievement is necessary but not sufficient to ensure continued enrollment in a program. Thus, both professional behavior and academic performance comprise Professional Standards.

Students have the responsibility to stay informed of the additions or amendments to the [NASW Code of Ethics](#), the [Code of Conduct](#) prescribed by the Texas State Board of Social Worker Examiners, the UTA [Student Conduct and Discipline Policy](#), the University of Texas System Regents' [Rules and Regulations](#), and the [School of Social Work Professional Standards](#) (Appendix A). Expectations for conduct of students in the School of Social Work are also found in the [BSW](#), [MSW](#), and [Ph.D.](#) Student Manuals and in the [BSW](#) and [MSW](#) Field Manuals.

The School of Social Work process is overseen by the Chair of Professional Standards and the Professional Standards Committee.

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
 - Unless otherwise recommended, the Professional Standards Committee shall be comprised of four members of the faculty, the Associate Dean for Student & Academic Affairs, and the Student Success Coordinator for Academic Affairs.

- The and the Student Success Coordinator for Academic Affairs shall not be eligible to chair this committee.
- Because this committee continues to operate during summer months while a majority of faculty members are 9-month appointees, during summer months, as necessary, an ad-hoc committee of faculty and administrators available to serve shall be formed.
- 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.
 - Committee business shall be conducted with full membership of the 6 members having voting rights except:
 - Academic and professional student-related issues shall be heard by at least 4 of the 6 members; and the Student Success Coordinator for Academic Affairs shall not be a voting member on these items.

Professional Behavior

Students are expected to demonstrate behaviors that are in compliance with the [NASW Code of Ethics](#), the [Code of Conduct](#) prescribed by the Texas State Board of Social Worker Examiners, the UTA [Student Conduct and Discipline Policy](#), the University of Texas System Regents' [Rules and Regulations](#), and the [School of Social Work Professional Standards](#) (Appendix A).

BSW students receive this information in their BSW Manual and submit an electronic agreement to abide by these during their Social Work Professionalism and Student Success Course. This agreement is kept onfile in the Qualtrics system.

MSW students sign an online “degree plan agreement” prior to registering for courses that discusses student conduct and Professional Standards, among other policies. This agreement is kept onfile in the Qualtrics system.

PhD students receive this information in the PhD manual and it is discussed at the student orientation.

UTA Procedures

Academic dishonesty, unacceptable behavior and professional misconduct by students that violate UTA Student Conduct and Discipline policies will 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 Chapter 9](#)). The Office of Student Conduct will forward the final determination and relevant information from its process to the Chair of Professional Standards and the Student Success Coordinator for Academic Affairs. 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 Academic Performance. The level of review depends upon the potential severity of the concern. Information disclosed during student meetings with faculty, staff, or school administrators can be shared, as appropriate, if the information raises concerns about professional behavior or academic performance. Faculty,

staff, and school administrators will share pertinent information with each other for the professional purpose of identifying student issues and enhancing both student success and 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 to¹:

1. Failure to meet or maintain program requirements.
2. Academic 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 UTA guidelines regarding reporting academic dishonesty. Issues related to academic dishonesty should be reported to the [Office of Student Conduct](#) using their procedures.
3. Behavior or conduct judged to be in violation of the current accordance with the standards of the [NASW Code of Ethics](#), the [Code of Conduct](#) prescribed by the Texas State Board of Social Worker Examiners, the UTA [Student Conduct and Discipline Policy](#), the University of Texas System Regents' [Rules and Regulations](#), and the [School of Social Work Professional Standards](#) (Appendix A).

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

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|----------|--|
| Level 1: | Issues of concern between a specific instructor (or advisor) and student (no Professional Standards Referral form Required but an email to student documenting results of the meeting is recommended in case future issues arise). |
| Level 2: | Unresolved disagreements from Level 1 or claims of unprofessional behavior about a social work student deemed too severe for a Level 1 (Professional Standards Referral form required). |
| Level 3: | Unresolved situations from Level 2 and/or new situation warranting this level of intervention (Professional Standards Referral form required). |

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

Level 1 Student Success Conference. A Level 1 review involves an instructor (or other referrer) and a student. When a classroom instructor, faculty liaison, advisor, or field instructor has concerns about a student meeting any of the Professional Standards, whether related to professional behavior or academic performance, or if a student has concerns they wish to discuss, that instructor (or other referrer) 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; preferably with an email to the student documenting what transpired.

In many instances, meetings between instructors and students resolve the concerns and do not necessarily lead to further reviews, pursuant to this section. In the instance of each Level 1, it is recommended that the instructor or advisor document the meeting and the topics discussed by sending the student a summary email after the conference. If the instructor and student are not able to resolve the issue, the student is referred to a Level 2 Student Success Conference. The instructor will fill out the [Student Success Referral Form](#) that is submitted to the Coordinator - Office of Advising and Student Success.

¹ In the instances of alleged discrimination, title IX violations, threat or attempt to harm oneself or others, or alleged or substantiated criminal activity, existing university policies and procedures will be followed.

If a School of Social Work staff member (other than an advisor) experiences an issue with a student that may constitute a violation of the Professional Standards, the staff member will consult with their 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](#) that is submitted to the Student Success Coordinator for Academic Affairs.

At any point in Level 1, the Coordinator - Office of Advising and Student Success or a school administrator may determine that the student situation better matches the UTA Code of Conduct and may encourage the instructor or advisor to refer the situation to the Office of Student Conduct.

Level 2 Student Success Conference. A Level 2 review involves the instructor, the student, the Student Success Coordinator for Academic Affairs, and the appropriate school administrator. 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. The referrer will fill out the [Student Success Referral Form](#) that is submitted to the Student Success Coordinator for Academic Affairs.

In this process, the following will transpire:

- Develop a Student Success Plan with the student to address any concerns including modifying behaviors, seeking appropriate assistance, etc. The plan will be communicated in writing with the student through the Professional Standards outcome letter that will also be sent to the referrer, the Coordinator – Office of Advising and Student, Success, Sr. Associate Dean for Academic Affairs, and the relevant program leader.
- Provide follow-up to the student to determine if Student Success Plan goals are being met or need to be adjusted.
- 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 Student Success Coordinator for Academic Affairs or a school administrator may determine that the student situation better matches the UTA 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 referrer, student, school administrators, 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, UTA Code of Conduct and Honor Code, and the School of Social Work Professional Standards; or when the student is being considered for 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 Director, Academic Advising and Field Education. 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.

To initiate a Level 3 Student Success Conference, the relevant party must submit a [Student Success Referral Form](#) within 5 to 10 business days of the incident that triggered the referral. The Coordinator - 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 through the online form within 5 business days of receiving the referral from the Coordinator; if a statement from the student is not received within 5 business days, the process will proceed. The Chair of the Professional Standards 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 parties 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 Directors serve during the Committee's deliberations as a representative of the student's program. All relevant information must be submitted in writing. 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 as part of the Level 3 documents. The information should describe the unresolved issues as well as the student's behavior. Anonymous letters or undocumented accusations will not be considered.

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 B for a sample of the notice). UTA email is the official mode of correspondence with students for the University. 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.

The student must be provided with a copy of the referral and opportunity to submit a written response. The meeting notice should state that the Committee may recommend, but is not limited to, continuation in the program with stipulations or dismissal from the college or university, or suspension.

Timing. Meetings with the Committee shall be held in a timely manner, preferably on or before the committee's next regularly scheduled meeting.

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 C 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; if this is the case, permission will be sought from the student (FERPA) to disclose this information.

Decisions of Professional Standards Committee- Level 3 Student Success Conference. The Chair of the Professional Standards Committee will inform the student and relevant School administrator of the decisions in writing via UTA MavMail (See Appendix D 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 academic 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 after approval from the Dean of the School of Social Work is acquired. 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.

The recommendations/conditions for the student will be prepared within ten business days after the conferenceⁱⁱ. The student will receive a copy via their UTA MavMail. 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 Student Success Coordinator for Academic Affairs to begin the process.

ⁱⁱ 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. The outcome letter will be sent to the student via UTA MavMail.

At any point in Level 3, the Coordinator - Office of Advising and Student Success or a school administrator may determine that the student situation better matches the UTA Code of Conduct and may refer the situation to the Office of Student Conduct.

Grade Grievances

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.

AND/OR

- 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 grieved. There are no grievances 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 through the [EOS Complaint Process](#).

If information warrants a grievance, the order of academic channels are:

1. Instructor
2. Student Success Coordinator for Academic Affairs
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 using the online grade grievance form ([BSW form](#); [MSW form](#)). The Student Success Coordinator for Academic Affairs is responsible, in collaboration with the Chair of the Professional Standards Committee, for recording grade grievances in 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) communicate to discuss the assigned grade. 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 grievance is discontinued.

Step 2:

If agreement is not reached, the student communicates with the Coordinator of the Office of Advising & Student Success to discuss the student's intent to grieve.

The role of the Student Success Coordinator for Academic Affairs is to:

1. Explain the grade grievance policy to the student, particularly legitimate basis 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 Student Success Coordinator for Academic Affairs 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 Deliberation: 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.
5. The Chair of the Professional Standards Committee will notify the student and instructor of the decision in an email to the student's official MavMail account within 10 business days of consideration of the grievance.

Step 4: Dean's Review

1. Should a student disagree with the Professional Standards Committee's decision, they should contact the Student Success Coordinator for Academic Affairs
2. The appeal must specifically state the reasons the student believes that the decision of the Professional Standards Committee is incorrect. 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.
3. The Chair of the Professional Standards Committee will notify the student and instructor of the Dean's decision in an email to the student's official MavMail account within 30 days of consideration of the grievance.
4. The grievance process ends with the Dean; there is no further appeal.

Appendix A

School of Social Work Professional Standards

Behavior Standards

- Demonstrates the ability to work cooperatively with others.
- Actively participates in class, required outside course activities (e.g., service-learning, discussion groups, group projects, and presentations), and field practicum.
- 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, staff, fellow students, 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.).

Possible Indicators of Concern Related to Behavior Standards

- Classroom or field behavior that impedes learning and/or building effective relationships
- Consistently late for class, field practicum, or required outside course activities (e.g., service-learning, discussion groups, group projects, and presentations); leaves class, field practicum, or other required activities early without explanation or excuse; or returns late from break.
- Sleeps during class, field practicum, or required outside course activities (e.g., service-learning, discussion groups, group projects, and presentations).
- Present but clearly not engaged (e.g., using laptop, cell phone, reading material not part of course, etc.).
- Disrupts class, required outside course activities (e.g., service-learning, discussion groups, group projects, and presentations), or field practicum 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 outside course activities (e.g., service-learning, discussion groups, group projects, and presentations), or field practicum/seminar discussions.
- Consistently complains about class, required outside course activities (e.g., service-learning, discussion groups, group projects, and presentations), or field practicum to the point of impeding the learning process.
- Demonstrates inappropriate behavior or harassment towards others.
- Disclosure of confidential/private information.
- Demonstrates a disregard for practicing within the scope of social work.
- Demonstrates inappropriate communications for School of Social Work administrators, faculty, staff, fellow students, and field practicum staff in all communications.
- 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.

Self-Disclosure Awareness Standards

- Uses self disclosure appropriately.
- Appears to handle discussion of uncomfortable topics.
- Deals appropriately with emotions in class, required outside course activities (e.g., service-learning, discussion groups, group projects, and presentations), and field practicum.
- Demonstrates an awareness of the effects of one's behavior on others.

Possible Indicators of Concern related to Self-Disclosure Awareness Standards

- Inappropriately shares personal information in class, required outside course activities (e.g., service-learning, discussion groups, group projects, and presentations), or field practicum.
- Overreacts to or resents feedback (e.g., takes it personally).
- Appears unable/unwilling to control emotional reactions.
- Faculty concern regarding possible alcohol/drug abuse.
- Verbal threats directed at clients, faculty, students, and staff in the School of Social Work, class, required outside course activities (e.g., service-learning, discussion groups, group projects, and presentations), and 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.

Communication Skills Standards

- 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.
- Demonstrates use of critical thinking skills.

Possible Indicators of Concern Related to Communication Skills

- 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.

- Ideas, thoughts, concepts are not clearly articulated.
- Fails to demonstrate ability to communicate empathy, positive regard, and respect for others.

Emotional and Mental Abilities Standards

- 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 performances.

Possible Indicators of Concern Related to Emotional and Mental Abilities Standards

- 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.

APPENDIX B

Date of written notification: <date>

NOTICE OF STUDENT SUCCESS CONFERENCE

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 administrator>--<Name> is not a voting member of the Professional Standards Committee and is here as a representative of the <degree program>.
- <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 Referral Form

*Only persons invited will be permitted to attend

APPENDIX C

Level 3 Student Success Conference Process and Procedures <date> <student's name>

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, <chair's name> will preside over the meeting.
3. Chair of the meeting will introduce each of the participants and their role in the meeting.

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

Additional Attendee for Administrative Purposes:

- <name>, 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 they 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.

APPENDIX D

<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.>

Sincerely,

<chairperson>

Chair, Professional Standards Committee

Cc:

<name>, Associate Dean for Academic Affairs

<name>, <Relevant Program Director(s)>

<name>, Referrer

<name>, Student Success Coordinator for Academic Affairs

