



St AMBROSE
UNIVERSITY
School of Social Work

Bachelor of Social Work (BSW)
Student Handbook
2024-2025 Academic Year

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SCHOOL OF SOCIAL WORK
Bachelor of Social Work Program

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St. Ambrose University Bachelor of Social Work Program

MISSION AND PURPOSES

MISSION: The St. Ambrose University Bachelor of Social Work program “prepares holistic social workers grounded in liberal arts and social justice traditions to enrich lives, facilitate empowerment, and advocate a just society as generalist professionals. Through that generalist lens, the BSW program cultivates the desire to change society at multiple levels by equipping students with knowledge, skills, and values indicative of ethical social work practice.”

The BSW mission captures the professional preparation of an accredited degree with the unique combined foundation of a liberal arts education within a Catholic Intellectual Tradition of lifelong learning and social justice. This generalist foundation incorporates knowledge in several areas of science, humanities, and the arts while also supporting a lifelong commitment to service. The social work profession works with individuals, groups, and communities to facilitate empowerment and advocate change. Social work’s core values include service, social justice, and client self-determination, and are all addressed within the BSW program mission.

PROGRAM GOALS FOR BACHELOR OF SOCIAL WORK

Goal 1. Deliver a quality and accessible generalist social work educational program which adheres to the accreditation standards by the Council on Social Work Education while attending to the complex dimensions of knowledge, values, skills, and cognitive and affective processes to produce ethical, professional, and competent social workers who are prepared to facilitate sustainable and meaningful change with individuals, families, groups, communities, organizations, and society.

- In order to prepare professionals, a program must be high quality, accessible, and meet accreditation standards as set by the CSWE.
- Related to the core value of competence, accreditation by CSWE allows the BSW Program to meet its mission to prepare holistic social workers with skills to facilitate change.

Goal 2. Prepare social work professionals utilizing the strengths of a liberal arts education along with Catholic Intellectual Tradition to righteously serve individuals, families, groups, organizations, communities, and society towards liberation.

- Several layers of intervention and influence are addressed in the proposed curriculum including individuals, families, groups, communities, and societies due to the contextual nature of change with which social workers approach helping others.
- This focus, which is both broad and in-depth, facilitates the BSW mission to cultivate student desire to change society at multiple levels.

Goal 3. Cultivate and foster strong partnerships with local, regional, state, and national communities to enrich the lives of individuals and communities through collaboration and mutually beneficial relationships.

- Due to social workers' understanding that meaningful change involves collaboration at multiple levels, the BSW Program mission to practice emphasizes building on partnerships at every level which will inform what is done and how.

Goal 4. Promote the social work profession through active engagement in scholarship by creating and disseminating information to local, regional, state, national, and international audiences.

- The survival and influence of the social work profession depends on our ability to generate new knowledge and continue to critique current knowledge to ensure the best evidence is supporting the interventions taught and practiced.
- Students and faculty engage in scholarship which elevates the mission of the BSW Program related to generalist social work practice.

Goal 5. Support the mission of the university: “St. Ambrose University-independent, diocesan, and Catholic-enables its students to develop intellectually, spiritually, ethically, socially, artistically, and physically to enrich their own lives and the lives of others.”

- As a BSW Program housed in a social justice oriented Catholic university, we have a special commitment to complimenting the work of the campus community by having its mission inform ours.
- The campus mission is supported by the BSW program mission to develop holistic social workers given the focus on developing multi-dimensional individuals.

ST. AMBROSE UNIVERSITY SCHOOL OF SOCIAL WORK MISSION

MISSION: It is the mission of the St. Ambrose University School of Social Work to prepare competent and ethical social work professionals who advocate a just society.

ST. AMBROSE UNIVERSITY COLLEGE OF HEALTH AND HUMAN SERVICES MISSION

MISSION: The College of Health and Human Services prepares exemplary professionals through innovative programs in the health sciences, human services, and education. We are committed to excellence in teaching, scholarship, and collaboration through interdisciplinary and community-based partnerships.

As a Catholic University, rooted in the liberal arts tradition, St. Ambrose University College of Health and Human Services prepares leaders in the human services. We are committed to the development of proficient and ethical professionals through innovative programs that emphasize excellence in teaching, scholarship, and collaboration with interdisciplinary and community-based partnerships. We prepare our graduates to provide services in a diverse and global society to enhance human resources and to foster life-long learning.

ST. AMBROSE UNIVERSITY MISSION AND VISION

MISSION: An inclusive, Catholic, and diocesan community of learners, St. Ambrose University empowers all Ambrosians to act courageously, to seek wisdom through faith and reason, to work for justice, and to lead lives of service.

VISION: St. Ambrose University will be a vibrant, sustainable, and learner-focused model for Catholic higher education, preparing individuals from all walks of life to lead lives characterized by courage, wisdom, justice, and service.

ST. AMBROSE UNIVERSITY BACHELOR OF SOCIAL WORK
GENERALIST PRACTICE

2015 EPAS COMPETENCIES AND BEHAVIORS

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences.
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
- engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage in Practice-informed Research and Research-informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
- use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.
- assess how social welfare and economic policies impact the delivery of and access to social services.
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods

of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of interprofessional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration. Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
- apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.
- facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- select and use appropriate methods for evaluation of outcomes.
- apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
- critically analyze, monitor, and evaluate intervention and program processes and outcomes.
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

ADMISSIONS

The St. Ambrose University Bachelor of Social Work Program administers its own Admissions procedures. These procedures are in full compliance with University regulations for undergraduate admissions, using a required standard application and financial assistance forms, and following reporting and recording procedures. The BSW Program, in partnership with the Admissions office and the Academic Advising Center at St. Ambrose University, is responsible for recruiting, evaluating, and admitting students into the BSW Program. The admissions process is supported by the BSW Program Admissions Committee composed of faculty and staff from the BSW Program in the School of Social Work. Admissions standards, criteria, and processes are described fully in the application packet distributed to applicants.

Criteria for Admission

Admission to the program is limited to students who have completed at least 45 college credit hours as verified by transcripts and records and are in good academic standing. Applicants must meet the requirements (see below) * though exceptions are granted on a case-by-case basis.

Admission Procedures

The admissions process includes application and admittance to the University and application to the BSW program. To apply to the program, students should submit the following directly to the School of Social Work through an online application system:

1. Complete the Application for Admission to the BSW Program online at <https://sau.edu/academic-programs/bachelors/social-sciences/bsw/>.
2. Attach your personal statement of educational and career goals to the online application form, found at the following link <https://sau.wufoo.com/forms/syfve8f0rn90cu/>.
3. Submit contact information for one (1) reference to the online application form, found at the following link <https://sau.wufoo.com/forms/syfve8f0rn90cu/>. References should be a supervisor or college instructor or staff person who is in a position to judge your potential for social work practice. It is the student's responsibility to see that the reference submits a completed form via the link provided in a timely manner.
4. Earn GPA of 2.5 overall, including any SAU and transfer credits.
5. Complete the following prerequisite courses with a C or higher in each class (**below a C will be reviewed on a case by case basis**)
 - a) Social Work 201- Introduction to Social Work (3 credits)
 - b) Human Biology (4 credits) or approved equivalent course [Biol 101 + Biol 101L or Biol 112 + Biol 112L or BIO 199 or BIO 230 & Bio 232]
 - c) Psych 105 Introduction to Psych (3 credits) OR Sociology 101 Introduction to Soc (3 credits) OR JDG 201 - Cross-cultural Introduction to Women and Gender Studies (3 credits)
 - d) Statistics 213 Statistics/Methods (3 credits) OR SOC 430 + 430L Data analysis in Social Research (4 credits)
 - e) Political Science 101 (3 credits)

Application forms and a program description may be obtained by visiting the Bachelor of Social Work Program website at <https://sau.edu/academic-programs/bachelors/social-sciences/bsw/>. The deadline for the fall cohort is April 1st, and there is only one semester admission per academic year, and that is the fall. All applications received after this deadline will be reviewed on a rolling basis.

Admissions Decisions

Applications will be due each year on April 1st. Applications received by this date will be given priority. They will be submitted through an online application campus system and data will go in spreadsheet form to the Admissions Committee Chair and a staff person within the SSW. The BSW program will have an admissions committee composed of SSW Program faculty.

Committee members will use a rubric to score all applicants.

Committee members will meet, discuss rankings, and decisions will be made by April 10th as to who will receive invitations to join the BSW program. Electronic notification of admission is sent to the applicant.

All offers of admission are contingent upon receipt of final transcripts where applicable. In special circumstances, students who do not meet the prerequisites listed above will be admitted conditionally or provisionally. **Conditional admission** occurs when students have prerequisites still to complete (for example, the student needs to complete Introduction to Social Work), and this condition is removed upon successfully completing the prerequisite. **Provisional admission** occurs when a student has not met the grade or GPA requirement set (for example, earned a C- or below in a prerequisite course or has achieved below a cumulative GPA of 2.5). Those students may be admitted, but will have additional requirements to adhere to in the first semester they are admitted, and then this status is removed if those requirements are achieved.

Admissions Appeal Procedure

Applicants for admission to the Bachelor of Social Work program have a right to appeal an adverse recommendation related to admission to the Director of the School of Social Work.

Policies on Transfer Credit and Exams Transfer Work ([St. Ambrose University Transfer Information Website](#)) If you already have completed some post-secondary studies, your credits will transfer to St. Ambrose University according to the following policies:

- As long as you meet the residency requirements, you can earn up to 64 semester credits at two-year colleges. Quarter units will be converted into semester units. Students may take courses at a two-year college regardless of academic standing, e.g., a senior could take a lower level course at a community college. Credit for college-level work is granted in all areas that correspond to courses offered at St. Ambrose University with a grade of a “C” or better.
- The individual departments at St. Ambrose University determine whether a transferred course may be substituted for a major requirement. Grades that you earned at other colleges and universities may be considered for admittance to the university and specific academic programs, but your SAU cumulative grade point average is based solely upon coursework taken at St. Ambrose University. The SAU cumulative GPA will be reported on the transcript and will be used to determine graduation honors.

Department Procedure for transfer of credits in the BSW Program

Students may transfer select courses into the BSW program curriculum. The BSW Director will review all course descriptions and syllabi to ensure that the courses for which transfer credit is awarded are congruent with the mission and goals of the St. Ambrose School of Social Work and the BSW Program.

- All transfer students must complete the standard application.
- Students must submit the same documentation as other potential students.
- Students must meet the same admissions criteria used to evaluate all applicants and be in good standing.

Policy on credit for life experience

Academic credit towards field practicum or coursework for life experiences and previous work experiences is not given, in whole or in part, in lieu of the field practicum or required coursework.

Students are informed of this policy above through the BSW Program website, in the packet of information they receive upon acceptance into the program, and it is also in the BSW Student Handbook.

SCHOOL OF SOCIAL WORK BSW SCHOLARSHIPS

In 2018, the School of Social Work Bachelor of Social Work program established the Father William “Digger” Dawson Scholarship in honor of the dedication and passion that Father Dawson had for social justice. This scholarship will be awarded to one student who will be entering their second year of the St. Ambrose BSW Program and is a one-time award of \$2,000. The Application deadline is April 1 and the award announcement is May 1. Students may apply for this scholarship at:

<https://sau.wufoo.com/forms/w13tw4xy0v09si2/>

To be considered for any type of financial assistance, you must complete a Free Application for Federal Students Aid (FAFSA) or a FAFSA renewal form. You may apply online at <https://studentaid.gov/h/apply-for-aid/fafsa>. Additional information about available scholarships and grants may be found on the following link: St. Ambrose University Financial Aid: <https://sau.edu/tuition-financial-aid/financial-aid/>

PROGRAM OF STUDY

Academic courses, including field practicum, provide the knowledge and skills essential for generalist social work practice. Teaching is reinforced by the scholarship and research interests of faculty. Faculty and student participation in community organizations and task forces and scholarship enable the faculty within the BSW Program at St. Ambrose University to meet its responsibilities to the community and to the social work profession to improve quality of life and strengthen society. The St. Ambrose University BSW Program structures its curriculum by cohort of individuals seeking the Bachelor of Social Work degree. The cohorts all have the same delivery structure, standards, and require both classroom study and practicum experience.

Full-Time

This program calls for two academic years of study and completion of 32 credit hours. Students ordinarily spend at least two days a week on campus taking social work classroom courses during the first year, and the time spent in the classroom during the second year will vary depending on when the twelve (12) hours a week in social work agencies or settings gaining social work experience under supervision will be completed. Classes listed by semester are to be taken in that semester concurrently.

Courses Offered

Fall semester (1st semester as BSW Student)

SWK 320 - Human Behavior in the Social Environment I (3 credits)

SWK 330 - Generalist Practice I: Interpersonal practice skills with individuals (3 credits)

SWK 360 - Diversity (3 credits)

Spring semester (2nd semester as BSW Student)

SWK 310 - Social Welfare & Policy (3 credits)

SWK 325 - Human Behavior in the Social Environment II (3 credits)

SWK 333 - Generalist Practice II: Empowering processes with families and groups (3 credits)

Fall semester (3rd semester as BSW Student)

SWK 340 - Social Work Research (3 credits)

SWK 400 - Field Instruction I (3 credits)

SWK 402 - Field Seminar I (1 credit)

Spring semester (4th semester as BSW Student)

SWK 336 - Generalist Practice III: Transformative practice with organizations and communities (3 credits)

SWK 401 - Field Instruction II (3 credit)

SWK 403 - Field Seminar II (1 credit)

Dual Degree Options

A unique feature of the BSW Program at SAU is collaborations with three complementary disciplines to give students the opportunity to earn a second degree in either Psychology, Sociology, or Justice, Diversity, and Gender Studies. The degree options build on one another, and improve a student's skills in social work practice. For more information on this option and potential plans of study, please see www.sau.edu/social-work.

BACHELOR OF SOCIAL WORK ADVISING

When St. Ambrose University students start their academic journey on campus they are assigned a professional advisor in the Academic and Career Planning Center. The area of interest they choose determines their advisor. A faculty member in the BSW Program works closely with this person and meets with students prior to submitting their application to the BSW Program. Once students have applied to the BSW Program and accepted their invitation to join the BSW Program, they will be assigned an academic advisor within the BSW Program, known as BSW Academic Advisor.

The students in the BSW Program are assigned to various BSW Faculty. The goal is for the BSW Academic Advisor to remain with the student throughout their time in the BSW Program, but due to shifting circumstances some changes occur. The BSW Academic Advisor provides advising on the student's academic journey at St. Ambrose University, including the policies and procedures within the BSW program as well as campus wide responsibilities and expectations.

The BSW Academic Advisor may discuss issues of concern, academic performance, professional development, and course selection. A BSW Academic Advisor may also refer students who have special circumstances, such as learning disabilities, writing issues, personal difficulties, and/or financial needs to the appropriate department at the University. In addition, in the case of an academic review, academic advisors are called upon to oversee compliance with the recommendations of the review committee.

The BSW Academic Advisor is also expected to provide professional advising to the student's journey into the social work profession, including career options, future plans, licensure, and mentoring the student on the social work vernacular. Further information for students seeking support, including the Accessibility Resources Center, the Student Counseling Center, the Student Success Center, and Student Health Services, is found on the St. Ambrose University website and the University Student Handbook.

UNIVERSITY POLICIES AND COURSE EXPECTATIONS

Students at St. Ambrose University are subject to the academic and conduct procedures of the university community as described in the [St. Ambrose University Student Handbook](#). As a BSW student, students are also subject to the procedures, policies, and expectations of the BSW Program and the social work profession through the [National Association of Social Work Code of Ethics](#).

The St. Ambrose University Bachelor of Social Work Program prepares students for generalist professional social work practice. A BSW degree is an indicator to the public and to the professional social work community that the person to whom it was awarded has demonstrated fitness to provide generalist professional social work services. A BSW professional is expected to effectively use a broad knowledge and skills base, adhere to a professional code of ethics, practice a philosophy of social and economic justice, and demonstrate appreciation for human resiliency and the strengths of diverse cultures.

Academic Integrity

All members of the St. Ambrose community are called upon to uphold the standards of academic integrity and to avoid academic dishonesty of any kind. For more detailed information on SAU standards and expectations regarding academic integrity, including detailed descriptions of what constitutes academic dishonesty, please see the full policy by clicking <https://sau.edu/about-sau/registrar/registrar-policies--forms/>

Accessibility Resource Center - Accommodations for Learners with Disabilities:

Committed to fostering an inclusive community of learners, St. Ambrose welcomes and values individuals with disabilities, including those who are neurodivergent. It is University policy and practice to create inclusive and accessible learning environments consistent with federal and state law. The Accessibility Resource Center (ARC) provides accommodation for learners experiencing either a **temporary or permanent** disability.

- If you have a disability that requires accommodations (including but not limited to acute or chronic conditions related to mental health, attention, learning, vision, hearing, or systemic in nature) and you have **not** previously registered with the ARC: please visit the ARC tile in your Experience Page. Click on “**ARC Registration Form**”.
- If you have a Temporary Disabling Condition (i.e. pregnancy/postpartum, concussions, surgeries, conditions expected to last less than 6 weeks): please visit the ARC tile in your Experience Page. Click on “**ARC Temporary Disability Form**”.
- If you have **already registered** with the ARC and you have been approved for accommodation, please provide your instructor(s) with your VISA form so you can discuss how accommodations will be implemented in their classes.

For more information, please visit the [ARC webpage](#) or ARC Experience page.

Class Attendance

Students are expected to attend all classes. Excessive lateness and/or absences may affect course grades. Instructors will give notice of their classroom attendance and participation policies in the course syllabus.

Counseling

The Counseling Center is located on the 2nd floor of the Rogalski Center, and offers free, confidential mental health support for students.

Email CounselingCenter@sau.edu with questions or to schedule an intake appointment.

Further information can be found at the following pages:

<https://sau.edu/life-at-sau/student-counseling-services/>

<https://experience.elluciancloud.com/sau/discover>

<https://linktr.ee/saucounseling>

Discrimination, Harassment, and Sexual Violence

The University affirms that all forms of discrimination and harassment, including sexual violence, diminish the dignity or impede the academic freedom of members of the University community. The University is committed to providing and maintaining a positive learning and working environment for all students, staff, faculty, and other members of the University community, free of discrimination and harassment. The University will not tolerate any discrimination or harassment that is based on race, color, religion, age, sex, national origin, marital status, sexual orientation, gender identity, disability, veteran status, pregnancy status, or any other unlawful basis. If you or someone you know has been, or is currently the target of discrimination or a victim of sexual violence, you are encouraged to report the incident(s) to Kevin Carlson, Director of Compliance, St. Ambrose University at carlsonkevin@sau.edu, 563-333-6070 or contact University Security through the LiveSafe App. Reports to Compliance, Security, and most University employees are not confidential. If you wish to seek confidential help, the Counseling Center, Campus Ministries, or Health Services are available to you.

<https://sau.edu/title-ix-compliance/>

<https://sau.wufoo.com/forms/w1cdxx510p9d63n/>

<https://sau.edu/about-sau/dei/>

Diversity, Equity, and Inclusion

St. Ambrose University commits to ensuring diversity, equity, and inclusion as core priorities as demonstrated by the intentional design of policies, procedures, resource allocations, and practices that respect the God-given dignity and worth of every individual in pursuit of social justice. Inspired by Catholic social teaching, we resolve

to foster an environment designed to dismantle all discrimination, whether based on sex, gender identity, sexuality, race, ethnicity, color, ability, language, religion, or socioeconomic status.

Bias incidents include, but are not limited to conduct (verbal, nonverbal, physical, or written) that is discriminatory, hostile, intimidating, harassing, threatening, and is based on a person's identity or group affiliation. St. Ambrose does not condone any such behavior based on race, color, religion, age, sex, national origin, marital status, sexual orientation, gender identity, disability, veteran status, or any other basis that would violate our Mission and Core Values and the law. To report a bias or hate, please click this link: [Report of Bias and/or Hate Form](#)

Documentation

APA guidelines must be followed for all written work and include page numbers and title pages. Abstracts are not needed. References must be in 8th Edition APA style. If you use any resources, including your textbook, please follow the format for proper documentation. This means you must document both direct quotations and paraphrases in text and with a references page. Papers which do not contain appropriate APA documentation may face grade deductions according to assignment. To assist you, please see [this sample paper](#) constructed by a previous MSW Graduate Assistant updated to the most recent APA standards. Please refer to the APA manual available in the library, LibGuides on Blackboard found here <https://libguides.sau.edu/>.

Electronic Devices in the Classroom

Computers may be used to support the learning activities in the classroom. These include such activities as taking notes and accessing course readings under discussion. However, nonacademic use of laptops and other devices are distracting and seriously disrupt the learning process for everyone. Neither computers nor other electronic devices are to be used in the classroom for nonacademic reasons. This includes emailing, texting, social networking, and use of the Internet. The use of cell phones during class time is prohibited and should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call. Failure to meet these expectations may result in a loss of participation points or to be asked to leave class.

Grades in Academic Courses

To meet the specific needs of undergraduate professional education, grading scales used in the BSW Program align with the university standard as listed in the St. Ambrose University Course Catalog. Grades in academic courses are granted based on criteria included in the syllabus for each course. Letter grades include A, A-, B+, B, B-, C+, C, C-, D+, D, D-, and F. For the purposes of determining grade point averages, numerical equivalents of these letter grades are as follows:

Grading Scale:

A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	67-69
D	64-66
D-	60-63
F	0-59

In special circumstances, a student may initiate a request for the grade of "I" (Incomplete). The "I" grade is granted at the discretion of the course instructor only when illness or other compelling reasons prevent completion of the required course work, AND the student and instructor agree that the student has completed at least 75% of the work in the class. Students are required to successfully complete the necessary course work within the time frame negotiated with the instructor and prior to registering for any subsequent course for which the incomplete course is a prerequisite. If the coursework is not completed

within that time frame, a grade of “F” is assigned to the course and the student must complete the entire course.

**Note that Academic Review procedures are triggered when two or more Incomplete grades are received by a student.

Grades in Field Instruction

Grades in Field Instruction are granted based on successfully meeting field experience objectives as reflected in the learning agreement, completion of all required field coursework, required field hours have been met, and the judgment of the Agency Field Instructor, Faculty Field Liaison, and Director of Field Education. Faculty Field Liaisons recommend a grade of “P” indicating Credit/Pass or “NP” indicating No-Credit/Fail. The Director of Field Education reviews the recommended grade and determines the final grade assigned.

NASW Code of Ethics

All students are expected to conduct themselves within a standard of professional conduct. All faculty, staff, and students in the School of Social Work are expected to comply with the [National Association of Social Work Code of Ethics](#). A copy is available through the School of Social Work office. It is also available through the NASW website: <http://www.socialworkers.org/pubs/code/default.asp>

Sexual Assault Awareness Team (SAAT)

SAAT’s Confidential Student Advocates are available to assist and support individuals who have been impacted by sexual assault and domestic violence. Advocates serve as a confidential person to talk to and are able to provide resources and, if you choose, assist in the reporting process. If you would like to speak to an advocate, send an email to SAATadvocate@sau.edu or call the local Family Resources crisis line at 866-921-3354.

Statement on the integration of cross-cultural content

Social work courses focus attention on various ethnic groups and oppressed populations, particularly those disadvantaged by classism, racism, sexism, heterosexism, ageism, ableism, and regionalism in American society. We will discuss how these groups are differentially affected by policy, practices, and services within various settings. The instructor strives to encourage a diversity of thoughts, perspectives, and experiences and to honor your identities (including but not limited to race, ethnicity, gender, class, sexuality, religion, ability, etc.). Because of intersecting identities, the instructor acknowledges that students may be impacted by events outside of class and encourages students to discuss those if needed. Also, the instructor (like many people) is still in the process of learning about diverse perspectives and identities. If something was said in class (by anyone) that made you feel uncomfortable, please talk to the instructor about it. [Statement adapted from Monica Linden, Neuroscience, Brown University].

Statement on Title IX

Title IX is a federal law that prohibits sex-based discrimination in education. SAU is committed to providing a safe and equal education and work environment, and has the duty to prevent, stop, and remedy any acts of discrimination, sexual misconduct, and retaliation. If you have any questions or concerns, please contact the instructor and they can direct you to the appropriate resources. Also refer to <https://sau.edu/title-ix-compliance/sau-sexual-violence-policy/> for additional information.

Student Responsibilities Statement *(consider adding upon recommendation of Student Success Center staff and from the book "Promoting Belonging, Growth Mindset, and Resilience to Foster Student Success" by Amy Baldwin, Bryce Bunting, Doug Daugherty, Latoya Lewis, and Tim Steenbergh)*

Participants enrolled in this course should continually monitor their learning, evaluate their own efforts, and actively seek help in a timely manner when needed. To successfully complete the course, students will need to assume an active role in the learning process by asking questions, completing assignments, and participating in discussions. In the event the student has to miss a class, assignment, or due date, they should contact the instructor immediately to discuss opportunities to complete the task.

Student Success Center

Students are encouraged to utilize the Student Success Center (SSC) on 1st floor Ambrose Hall.

The SSC provides free peer tutoring for most (undergraduate) 100-200 level classes, writing tutorials for papers for all undergraduate classes, and study strategy support. There are in-person and online options available for support! Students can schedule with a tutor by signing up through [Accudemia](#), emailing studentsuccesscenter@sau.edu, calling 563-333-6331, or visiting the SSC office in Ambrose Hall. We suggest students seek tutoring and support early. Follow the SSC on Instagram at [@sau_success](#). Check out the Student Success tile through Experience for links, videos, and contact information.

Student Resource for Questions/Concerns

Have a question or concern and not sure who to ask or where to go? Any time, day or night, you can ask your question or address your concern through the Student Experience App, which can be found at <https://www.sau.edu/mysau>. Whether you have a question about financial aid, need help finding the right office to support you, or could use some help determining how to access different technologies, we are here for you. If you have a question, we have an answer! To ask, first choose the “Important Campus Links” card and then click on “Request for Student Resources” Your question or concern will automatically be directed to the appropriate office or support person and you should receive a response within 48 business hours.

Student Responsibilities Statement *(consider adding upon recommendation of Student Success Center staff and from the book "Promoting Belonging, Growth Mindset, and Resilience to Foster Student Success" by Amy Baldwin, Bryce Bunting, Doug Daugherty, Latoya Lewis, and Tim Steenbergh)*

Participants enrolled in this course should continually monitor their learning, evaluate their own efforts, and actively seek help in a timely manner when needed. To successfully complete the course, students must assume an active role in the learning process by asking questions, completing assignments, and participating in discussions. In the event the student has to miss a class, assignment, or due date, they should contact the instructor immediately to discuss opportunities to complete the task.

Student Wellness

The Counseling Center is located on the 2nd floor of the Rogalski Center, and offers free, confidential mental health support for students. Email counselingcenter@sau.edu with questions or to schedule an intake appointment. Further information can be found at the following pages:

<https://sau.edu/life-at-sau/student-counseling-services/>

<https://experience.elluciancloud.com/sau/discover>

<https://linktr.ee/saucounseling>

Students may experience a range of issues that challenge learning. These might include strained relationships, anxiety, high levels of stress, substance use problems, feeling down, and/or loss of motivation. The Wellness and Recreation Department offers fitness classes and personal training and all students may use facilities for personal fitness.

Withdrawal from Courses

The BSW Program follows university guidelines for student withdrawal from classes as described in the University Course Catalog. If a course is dropped between the end of the fourth week and the end of the 10th week, the grade of “W” (Withdrawal) is officially recorded. If a course is dropped after the 10th week, the change is officially recorded as “WF” (Withdrew Failing) or “WP” (Withdrew Passing) as determined by the instructor. Refunds will be offered according to university time-lines. Note that withdrawing from **any course** in the BSW curriculum means a student withdraws from all SWK coursework that semester as they are to be taken concurrently by semester. A consequence of this action is that the timeline to graduation for that student due to the sequencing of courses in the BSW Program could be impacted.

POLICIES ON ACADEMIC CRITERIA FOR RETENTION, REVIEW, AND SANCTION OF BSW STUDENTS

The Bachelor of Social Work degree is a professional degree. Admission to the program is granted to students who have demonstrated potential to complete professional, high quality academic work. Retention in the program requires students to achieve academic goals and maintain professional standards.

Professional actions and decisions of social workers impact the lives of vulnerable persons and persons in precarious life situations. More than simply applying the knowledge, skills, and values of the social work profession, social workers must also demonstrate qualities of emotional stability, self-control, reliability, good judgment, empathy, collegiality, genuineness, and integrity. Social work is a demanding profession that has potential to do harm as well as good to vulnerable people. In response, the St. Ambrose BSW Program holds students accountable to both academic and professional standards.

Course and field experience grades reflect class participation (including attendance), oral and written communication skills, and mastery of the knowledge, skills, and values of social work. Students are expected to demonstrate professional attitudes and skills congruent with the social work profession including self-awareness, ethics in action, respect for human dignity, and a commitment to social justice. Failure to meet course expectations or professional standards set by the BSW Program and the social work profession constitutes academic failure and may result in a student's dismissal from the BSW Program.

Academic and Professional Retention Policies

To remain in good standing in the BSW Program, students are expected to make consistent progress toward graduation. Performance indicators that students are making satisfactory progress include:

1. Overall minimum grade point average of 2.0 (on a 4.0-point scale) to remain consistent with University policies on retention and progression as stated in the [SAU Student Handbook](#).
2. Grades of C or above in each BSW course.
3. Successful completion of courses in sequence (indicators of less than satisfactory progress includes course withdrawal or receiving a grade of "incomplete").
4. Continued satisfactory progress in Field Instruction.
5. Behavior consistent with the NASW Code of Ethics in classroom, community, and Field Instruction. See below for appropriate behaviors.

Examples of *appropriate* behaviors include but are not limited to:

- a. basing professional practice, relationships, and interactions on the social work values of service, social justice, dignity and worth of the person, importance of human relationships, integrity and competence.
- b. developing constructive professional relationships with clients and others.
- c. avoiding dual relationships and conflicts of interest with agencies and clients.
- d. working constructively and cooperatively with supervisors, peers, instructors, and other professionals.
- e. complying with field agency policies and BSW program standards and procedures.
- f. maintaining client, agency, and classroom confidentiality.
- g. disclosing any dual relationships, conflicts of interest, legal issues, or criminal justice issues that may affect their performance or admissibility to a particular field setting.
- h. applying established social work methods and skills as well as research and theories of human behavior to social work situations.

Criteria for Automatic Non-Retention in the BSW Program

Some situations will result in automatic non-retention (dismissal) in the BSW Program. No Academic Review is necessary. These circumstances are:

1. For all students
 - a. grades of “F” in any 2 courses during the program of study
 - b. one grade of “F” and two grades of “C” in any 3 courses during the program of study
2. For students admitted to the program **with provisional status**
 - a. failure to achieve a 2.5 GPA in the first semester completed as a BSW Student
3. For students previously reviewed in an Academic Review
 - a. failure to meet the conditions for retention set at the previous review could mean dismissal from BSW Program and subsequently all BSW classes student is enrolled in during that semester
4. For students placed on academic probation or provisional acceptance, failure to achieve a cumulative GPA of 2.5 by the end of the probationary semester or to maintain a GPA of at least 2.5 the semester following the probationary semester

Other situations may also lead to a student’s dismissal from the program. Such situations will be considered individually in an Academic Review.

Review and Monitoring Procedures within the BSW Program at St. Ambrose University

Students bear primary responsibility for monitoring their own achievement and behavior to ensure they are making satisfactory progress. Students should ascertain instructors’ classroom policies and grading criteria (e.g. policies on attendance, late assignments). Students are also responsible to learn and follow BSW Program and University policies, agency policies within the Field Experience setting, and the NASW Code of Ethics.

All students should seek clarification and feedback from their instructors as necessary. Students who sense they are in jeopardy should initiate meetings with their instructors, faculty field liaisons, and/or academic advisors to discuss their situations. Students are encouraged to address problems early to maximize opportunities for corrective action and seek University support services and resources as appropriate.

The BSW Program monitors each student’s progress using procedures implemented by course instructors, field instructors, faculty field liaisons, academic advisors, and administrative personnel. Formal check-ins will occur throughout the semester as structured touch points of connection and support. At the 5- and 10-week mark in the semester, faculty members will review all students’ grades and progress in field education to determine if any students are falling short of academic and/or professional standards for retention.

At Week 5 of the semester, the BSW Program Director will check in with all faculty teaching BSW students and ask whether there are students struggling with any academic and/or professional behaviors listed above. This process aims to encourage faculty to consider the need for informal or formal remediation processes early in the semester. At Week 6, BSW faculty who interact with BSW students will convene and discuss any students who may be at risk of the above circumstances and either have or have not been engaged in informal remediation that did not yield a change in behavior.

At Week 10 of the semester, the BSW Program Director will check in with all faculty teaching BSW students. At Week 11, BSW faculty who interact with BSW students will convene and follow up with concerns previously raised, address any new concerns, AND spotlight those who are doing exceptionally well. During the meeting, any students who may be at risk will be discussed AND for those doing exceptionally well, a faculty member will submit accolades through the Student Success campus system.

The following steps will be followed in the event of academic and/or professional behavior concerns to ensure appropriate notification, necessary identification, and provide support through remediation at any time.

Notification of Concern(s)

Any instructor who identifies a student at risk of having academic and/or professional difficulties will inform the student and conduct a face-to-face meeting with the student. First incident of concern will be addressed between the instructor and the student. If concern(s) continue, the instructor will then move to the

Remediation process starting at Formal Notification of Concern(s). If difficulties arise in the Field Instruction setting, the Field Supervisor will notify both the student and the faculty field liaison, who will in turn consult the Director of Field Education.

Circumstances that Justify Processes for Remediation Within the BSW Program

Certain performance indicators may signal the need for intervention by those persons directly involved in the situation (e.g. classroom instructor/student, field supervisor/student, faculty field liaison/student) without initiating academic review or discipline processes.

Examples of such circumstances include:

- Poor academic performance (e.g. a student receives a C- or below in the course).
- Two or more grades of “Incomplete.”
- Disrespectful, antagonistic, or distracting behavior in the classroom.
- Breaches of NASW Code of Ethics.
- Instances of academic dishonesty.
- Absences, tardiness, lack of class participation, or late coursework
- Violation of classroom policies (e.g. misuse of electronic devices).
- Marginal or unsatisfactory performance in Field Education, including the field placement planning process.
- Breaches of behavioral standards for professional social work practice.
- Concerns about a lack of fit between the student and the BSW Program or the social work profession.
- Academic performance that if continued would lead to an incomplete or a below C overall grade in the course.
- Other circumstances in which faculty members or other persons involved recognize the need for informal intervention to ensure student success.

Steps of Remediation

Formal Notification of Concern(s)

- Faculty and/or adjunct faculty notifies student of academic and/or professional behavioral concerns with the Academic Advisor included in email to be aware of situation
- A face-to-face meeting will be held with concerned faculty and student
- Faculty meets with student to discuss concerns and share specific expectations moving forward
- Review of concern(s) with a connection to Social Work ethics and profession
- Student’s perspective and experience will be heard
- Identification of resources and supports to help student be successful moving forward
- Following the meeting, an email will be sent by the faculty to the student and academic advisor summarizing steps moving forward
- If concern(s) is not remedied moving forward, the next step would be formal meeting with academic advisor for formal remediation

Formal Remediation

- Formal Remediation will occur if:
 - Concern(s) not addressed and/or progress is not made after Formal Notification or Concern(s) OR
 - Academic Advisor identifies a pattern of behavior in other courses
- A face-to-face meeting will be held with concerned faculty, academic advisor, and student
 - Student can bring a support person if needed, for example ARC representative
 - If the concerned faculty serves dual roles, an additional faculty member will be included for additional support
- Documentation of concern(s) provided to student and Academic Advisor prior to the face-to-face meeting
- Review of concern(s) with a connection to Social Work ethics and profession
- Identification of support needed for the student to address the concern
- Student’s perspective and experience will be heard
- In collaboration with the student, an Improvement Plan will be created to address the identified

concern(s). The Improvement Plan will specify the concern(s), concrete steps necessary for resolution, timeframe, supports available and needed, and criteria for evaluation of success.

- A follow up email will be sent by the faculty to the student and academic advisor including the agreed upon Improvement Plan
- If the student fails to remediate the concern(s) as defined in the Improvement Plan, the faculty member or student's academic advisor will notify the BSW Program Director of the need for an Academic Review.

Academic Review

When serious concerns arise about a student's academic performance or compliance with Program or professional standards, a faculty member from within the SSW will serve as chair of an Academic Review Committee and the BSW Program Director will convene at least 2 other faculty from within the SSW faculty to serve on the committee. Such concerns may arise from the ongoing monitoring of student achievement as described above or may result from a precipitating incident at any time during the student's course of study. An Academic Review is a decision-making process of the faculty regarding the status of students whose academic or professional success is in jeopardy. Potential outcomes of an Academic Review range from developing a plan of correction to dismissing the student from the BSW program. Circumstances that warrant an Academic Review include the following:

1. A cumulative GPA of 2.0 or below.
2. An unsatisfactory evaluation in the Field Instruction (receiving a "no pass" and failing to meet the prerequisite for the next semester of Field).
3. In the event of a Field Termination.
4. Failure to meet behavioral standards for professional social work (as described in the NASW Code of Ethics); violations that have not been remedied through informal means or that pose an immediate threat to individuals or organizations.
5. Failure to remedy academic difficulties that were previously addressed through remediation processes.
6. Substantial incongruities between the student's values and attitudes and the value base of the social work profession.
7. Failure to meet automatic academic standards for retention when any faculty member believes there are extenuating circumstances that warrant review.
8. Gross violations of the University academic integrity policy (as outlined in the University student handbook).
9. Other serious concerns about a student's academic performance or compliance with BSW Program or social work professional standards.

Faculty processes to monitor student performance will determine the need for an Academic Review. To initiate an Academic Review process, the BSW Director will notify the student in writing at least 5 business days prior to the scheduled Review. The letter of notification will state:

1. specific issues of concern and attempts at remediation
2. the student's right to present their experience and/or information to the faculty orally or in writing
3. the date, place, and time of the meeting
4. a copy of this policy will accompany the notification.

The Academic Review Panel consists of all available full-time BSW faculty members (excluding the BSW Director). The BSW Director will appoint a faculty member to be the Chair of the Academic Review Panel. Once a student is notified of the Academic Review, all communication regarding the Academic Review must be with the Chair of the Academic Review Panel. This Panel Chair will:

1. will develop an agenda for the meeting and share with all parties in advance of the meeting
2. access input from individual faculty members, agency field instructors, the student and/or others
3. seek any relevant information that may be useful in reaching a decision
4. provide submitted documentation to all parties at least 2 business days (48 hours) ahead of the scheduled Academic Review meeting

Students under review may choose a support person who they believe may be helpful in the process to accompany them to the review meeting. If bringing a support person to the Review, it is the student's responsibility to alert the Chair and describe what information this person will be offering and what role this person will play in the review process. Students will receive copies of all information gathered for consideration by Committee members prior to the review, and it is the responsibility of the student to share those documents with any support persons attending the review.

After all perspectives are heard during the Academic Review Committee meeting, Committee Members will in closed session decide on a course of action. The Chair of the Academic Review Committee will send an electronic report of the Committee's decision to the student within 5 business days. [See Resolutions and Sanctions for possible courses of action.] Within 5 business days of the postmark of the letter, the student may submit a written request for an appeal of the decision. If the student does not appeal the decision, the Director will formally accept the Committee's decision and convey this to the student.

If the student appeals the decision of the Academic Review Committee, the SSW Director will hear the appeal within 5 working days of receiving the request. The SSW Director may either uphold the decision or, after additional consultation with the faculty, arrive at an alternative decision. The SSW Director's decision regarding the student's appeal will be conveyed to the student within 5 business days of the appeal hearing and will be immediately implemented.

Students may appeal to the Dean of the College of Health and Human Services within 5 business days of the decision of the Director. After the Dean's review and decision, students may appeal to the University Vice President of Academic and Student Affairs within 5 business days after the Dean's decision. The decision of the Vice President represents the final University decision. Further student appeal must be made beyond the University setting.

Resolutions and Sanctions

In a Review process, the faculty can determine any reasonable course of action that fits the unique circumstances of the situation at hand.

This course of action may include, but is not limited to, the following resolutions and sanctions:

1. Withdrawal from one or more courses and/or access to remedial services.
2. Immediate removal from the field experience and co-requisite courses.
3. Academic probation for a semester during which the student's performance will be closely monitored followed by an Academic Review at the end of the semester.
4. Completion of current courses without the option of continuing in the program the following semester.
5. Required withdrawal from all courses in the current semester with re-evaluation for admission in a subsequent semester.
6. Immediate dismissal from the program, which includes all BSW Courses.
7. Any combination of the options above with a requirement that the student be reevaluated for reinstatement or re-admission at a later date. In this circumstance, the Panel may require the student to provide evidence and specific documentation that he/she has resolved critical concerns or that the precipitating circumstances have changed materially.
8. Modification of a student's Plan of Study to ensure student achievement of BSW identity and educational outcomes.

ADDRESSING CONCERNS IN THE FIELD PLACEMENT

All field placements are made for the entire academic year. Students with a field placement secured are expected to fulfill the agreement made with the field site. Field Supervisor(s) likewise agree to provide a learning environment for the student for the entire academic year. In the event there are concerns with the student or the field placement, it is best to have the necessary parties involved in addressing and planning for remediation. The Field Supervisor(s) should inform the student and Faculty Field Liaison of any student performance concerns and/or behaviors that cause the Field Supervisor(s) to question the student's appropriate professional development. It is critical to address concerns as soon as possible. The School of Social Work is focused on and committed to addressing any concerns in a way that supports the student and the field site while adhering to agency policy, university policy, and the Social Work Code of Ethics.

Below are the steps to address concerns:

- Face-to-face meeting between the student and Field Supervisor(s) to discuss the situation.
- If the situation is not resolved, the student and/or Field Supervisor(s) contacts the Faculty Field Liaison.
- A face-to-face meeting will be held with the student, Field Supervisor(s), and Faculty Field Liaison to address the situation and develop a remediation plan with a mutually agreeable result to maintain the placement. The Faculty Field Liaison will document the meeting, including the identified concern(s), and the proposed remediation plan. This document will be emailed to the Director of Field Education, student, and Field Supervisor(s).
- The Director of Field Education will notify the student's Academic Advisor and provide the remediation plan. The Academic Advisor will meet face-to-face with the student to provide additional support.
- If the remediation plan does not address the situation, the Director of Field Education is notified.
- The Director of Field Education will hold a face-to-face meeting with the student, Faculty Field Liaison, and Field Supervisor(s) to discuss the ability of the student and agency to work together for the remainder of the placement and determine the likelihood that the placement can have a successful outcome. The student's academic advisor will be notified and updated on the situation.

TERMINATION OF FIELD EXPERIENCE

When remediation has been unsuccessful, the student, Field Supervisor(s), and/or the Faculty Field Liaison can initiate field placement termination by submitting a letter to the Director of Field Education. The field placement termination letter must include the reason(s) for termination, summary of the events, and attempts at remediation. In addition, the field site and the School of Social Work have the discretion to immediately remove a student from the agency setting if either believes such removal is warranted. Situations where removal will be considered warranted include but are not limited to the following:

1. The level of performance in the field placement is determined to be far below the standards expected of a social work student and the student is unable to remedy deficiencies. This includes lacking knowledge and skills for effective social work practice, poor interpersonal communication and relationship skills, inappropriate presentation of self, and showing a lack of commitment to investing in the field placement learning opportunities. The Field Supervisor(s) and Faculty Field Liaison attempted to remedy performance concerns, but efforts were unsuccessful in bringing the student up to the 'Satisfactory' level for the given semester and its Competency standards. This will constitute grounds for an Academic Review to determine the student's fit and/or continuation in the program.
2. Serious or repeated violations of the agency's policies and procedures.
3. Failure to disclose previous and/or new critical background information in application forms, pre-placement forms, or during the interview process.
4. Exhibiting behaviors and attitudes that are inconsistent or at odds with the values of the social work profession.
5. Violation of professional ethics and standards for ethical practice.
6. Unexcused and prolonged absences from the field placement.
7. Attempts to harm oneself or others.
8. Any sexual relationship with an agency client.
9. Reporting to the field site under the influence of alcohol or drugs.

The Director of Field Education will notify the student of the field placement termination and provide the field placement termination letter. The Program Director, Field Supervisor(s), Faculty Field Liaison, and the student's Academic Advisor will be included in the email notification of the field placement termination. An exit meeting will occur as soon as possible with student, Field Supervisor(s), Faculty Field Liaison, and the Director of Field

Education. The Director of Field Education will ensure the termination from the field site is conducted in a professional manner. All agency materials, keys, or other equipment provided to the student will be returned immediately to the field site. Partial credit for the time spent in the field placement will not be granted. The School of Social Work policies require students who drop Field Instruction to also withdraw from concurrent seminar courses.

Following the field placement termination, the Program Director will convene the faculty to conduct an Academic Review to determine the student's standing in the program (*See the St. Ambrose University School of Social Work BSW or MSW Student Handbook*). Students are not guaranteed that an appropriate alternative placement may be secured. In cases where an appropriate re-placement cannot be made, as determined by the Director of Field Education, the student may need to drop Field Instruction and co-requisite courses for the remainder of the academic year.

ETHICAL CONDUCT IN THE UNIVERSITY ENVIRONMENT

Within its Student Handbook, St. Ambrose University offers a code of conduct as a framework “for an academic society in which students, faculty and staff can realize their potential. It protects the rights of the St. Ambrose community to learn, teach and do research. It preserves the right of free expression, peaceful assembly and orderly protest, yet it also recognizes the need for normal university activities to continue undisturbed.” Any student who violates this code or any specific regulation adopted by the university is liable to disciplinary action according to university procedures outlined in the St. Ambrose University Student Handbook. Students are expected to familiarize themselves with this code of conduct and all university regulations, policies, and procedures regarding behavior within the university community.

Human Rights Policy

The BSW Program is committed to the highest standard of conduct in human interaction. Founded on the fundamental belief that all individuals should be treated with dignity and respect in all situations and interactions, the BSW Program recognizes the right of just treatment for all persons regardless of race, gender, ethnicity, sexual orientation, age, religious beliefs, physical or cognitive abilities, and social or economic class.

Professional behavior by social workers is defined by the NASW Code of Ethics. Students, faculty, and staff within the social work program are expected to act in ways consistent with this code throughout their association with the program both in and out of the classroom context. Behavior in keeping with this code goes beyond simple compliance but extends to a duty to speak out against discrimination, oppression, and injustice in its many forms.

St. Ambrose University creates a policy context for the respectful interaction within the BSW Program. Included in its policy statements contained within its Student Handbook, the university describes its *AIDS and HIV Policy*, *Human Rights Policy*, *Non-Discrimination Policy*, *Sexual Abuse Policy*, *Sexual Harassment Policy*, and *Tobacco Free Policy*. Students are expected to review these policies carefully to ensure that their behavior is in compliance with university requirements for respectful and ethical behavior.

Harassment and Discrimination

The St. Ambrose University Student Handbook explicitly states that “its students, faculty, and staff have a right to be free from sex discrimination in the form of sexual harassment by any member of the academic community.” The BSW Program reaffirms this principle and expects all program constituents to treat one another with dignity and respect. The Student Handbook offers specific definitions of behavior defined as sexual harassment and offers a process for students to complain if they feel they are victims of sexual harassment.

Student-Faculty Relationships

The student-faculty relationship is at the core of social work education. Faculty members have important roles in teaching, mentoring, and advising students in preparation for professional practice. Students have important roles in learning and asserting their professional development needs. Both faculty members and students are expected to be aware that faculty positions in respect to students carry considerable power and authority. In respect to this faculty-student power differential, the issue of how faculty members and students relate both inside and outside of the academic context requires careful consideration, reflection, and professional integrity.

Consistent with the NASW Code of Ethics, social work faculty and students should not engage in dual relationships that have the potential to exploit or do potential harm to students. Specifically, faculty members should not see students as clients and students should not seek to be clients of faculty members. Faculty members and students should not have financial transactions with one another. And, faculty members and students should also not have sexual relationships. In all student-faculty relationships, both

parties should recognize the power differential and avoid redefining the relationship away from its primary educational purpose.

The University policy on sexual harassment also applies to faculty/student relationships in the BSW Program. In fact, as stated in this policy, sexual harassment of a student by a faculty member is seen as especially serious given the fundamentally asymmetric nature of the relationship. Students who experience sexual harassment by a faculty member may obtain redress through established university procedures.

Confidentiality

Faculty and staff within the BSW Program work to maintain student confidentiality to the extent possible. To meet the educational needs of students, the BSW Program will exchange relevant information within its collegial system including classroom instructors, field instructors, field liaisons, program administrators, and program staff and others within the university community in keeping with university policy and procedures. Students do have the right to request that a faculty member or other program personnel maintain confidentiality about specific information to the extent that the person can do so in compliance with state and federal laws and university policy.

However, even confidential information will be shared among program personnel for compelling educational reasons.

The integration of classroom learning and professional practice requires a free and open exchange of information about field and work experiences in the classroom setting.

Students should work to protect the confidentiality of the client and agency situations about which they are talking. Students should also maintain the boundary of the classroom by refraining from divulging confidential classroom-generated information outside of the classroom setting. As an exception, faculty members maintain their “mandatory reporting” and “duty to warn” responsibilities.

Environmental Consciousness

An elevated consciousness about the impact of social and physical environments on human development and behavior is a defining characteristic of the social work profession. As such students, faculty, and staff within the program are expected to demonstrate behaviors consistent with a heightened environmental awareness.

Behaviors that demonstrate environmental responsibility include the judicious use of program resources and respectful treatment of university property and equipment. The university provides easy access to containers for the recycling of paper and cardboard in clearly marked bins and for the recycling of plastic and glass beverage containers near vending machines. Students should survey the classroom and office areas to locate recycling bins and use them to dispose of recyclables. Students should also be aware of their impact on air quality within classroom buildings and limit their smoking to designated areas as well as monitor their use of fragrances and other products toward which other program constituents may have sensitivities.

Alcohol Policy

Student consumption of alcohol is subject to state law and university regulations. Fundamentally, no individual under the age of 21 may purchase or consume alcoholic beverages. Any student-sponsored event on campus at which alcohol will be served requires prior approval, participation by program sponsors in a university run alcohol training program, and on-site supervision. The university handbook offers specific guidelines and procedures for students regarding the distribution and consumption of alcohol in relation to the university and its activities.

St. Ambrose University Student Handbook

<https://sau.edu/media/content-assets/pdfs/consumer-information/SAU-Student-Handbook.pdf>

STUDENTS' RIGHTS IN THE SCHOOL OF SOCIAL WORK

School of Social Work Statement of Student Rights

The St. Ambrose University School of Social Work has developed and approved the following statement of student rights:

1. The right to have representation and participation on standing committees of the School.
2. The right to petition through proper channels for changes in curriculum, field experience, and grades; and to petition through established channels in the case of grievance.
3. The right of students who are participating in research or writing for publication under faculty direction as a part of their formal academic program to receive appropriate recognition for their contribution to the process.
4. The right of students to organize within their own interests.
5. The right of students to recognize student organizations to invite and hear speakers of their choice on subjects of their choice.
6. The right of students, individually or collectively, to engage at will in off campus activities, thus exercising their rights as a citizen of the community, state and nation. Students shall not claim to formally represent the School of Social Work or St. Ambrose University unless authorization has been attained.
7. The right to ethical relationships and interactions with all School of Social Work constituents in a manner consistent with the Code of Ethics of the National Association of Social Workers.
8. The right of equal access to social work resources without regard to race, color, sexual orientation, national origin, religious creed, or political beliefs.

Discrimination Policy (Retrieved from <https://sau.edu/university-policies/discrimination/>)

St. Ambrose University is a multicultural community sharing the Christian affirmation of the absolute God-given worth and dignity of each individual. The affirmation is expressed in the policy of the University to forbid harassment or discrimination based on race, color, religion, age, sex, national origin, marital status, sexual orientation, gender identity, disability, veteran status or any other unlawful basis on University property, within its programs of study, or in its places of employment.

The University affirms that all forms of discrimination and harassment diminish the dignity or impede the academic freedom of members of the University community. The University is committed to providing and maintaining a positive learning and working environment for all students, staff, faculty, and other members of the University community, free of discrimination and harassment. The University will not tolerate any discrimination or harassment that is based on race, color, religion, age, sex, national origin, marital status, sexual orientation, gender identity, disability, veteran status or any other unlawful basis.

In sum, the University is committed to providing a working and learning environment in which all individuals are treated with respect and dignity. Each individual has the right to work and study in a professional atmosphere that promotes equal opportunities and prohibits discriminatory practices, including harassment. Therefore, St. Ambrose University expects that all relationships among students, staff, faculty, and other members of the University community will be free of discrimination and harassment.

Governance

The School of Social Work has implemented a governance structure for collaboration among the Program Directors, faculty, students, and other program constituents in setting program goals, implementing program objectives, evaluating program impact and recommending program changes. Committee recommendations regarding policies and procedures are forwarded to the program faculty as a whole for discussion and approval. The BSW Program will strive to include student input into the decision-making processes currently in existence within the School of Social Work.

Student Evaluation of BSW Program

Student experience and feedback is a critical component in the continuing development of the program and curriculum. Students in all courses offered by the School of Social Work complete course evaluations on

completion of the course competencies. These course competencies evaluate the extent to which the course met the program goals for practice behavior skill development. On an annual basis, students also evaluate all aspects of Field Education. Social work faculty value student feedback and will make modifications as indicated. Students' comments on written mid-semester and end of semester evaluations are reviewed each semester. Particular attention is paid to students' reactions to texts, teaching methods, and assignments. Based on faculty review of these evaluations, recommendations may be made relative to mission, goals, objectives and curriculum design. Program outcomes are regularly reviewed as well. In addition, the BSW Program holds one meeting in the spring of each academic year to solicit face to face feedback from students.

Complaint Procedures

St. Ambrose University has grievance procedures which may be used by social work students. Sexual harassment grievances follow the standard procedures of St. Ambrose University. To file a Title IX report, students may use the following website: <https://sau.edu/title-ix-compliance/>. To file an incident of bias/hate, students may use the following website: <https://sau.wufoo.com/forms/w1cdxx510p9d63n/>. These procedures can be found in the St. Ambrose Student Handbook: <https://sau.edu/media/content-assets/pdfs/consumer-information/SAU-Student-Handbook.pdf>

General grievance procedures follow a similar process and are facilitated by the Director of Human Resources for St. Ambrose University.

Students are encouraged to work with faculty about complaints on grading, faculty or other student conduct, or student development. Any issue which cannot be resolved can be referred to the Director by either the faculty or student. If the student is dissatisfied with the committee's decision, they may appeal to the Director or the Dean of the College of Health and Human Services.

Study Time and Books

Courses within the BSW Program require study time and individual preparation outside of class. Students should assume that for each hour of class time two or three hours outside of class will be spent reading, studying, and preparing for assignments. Thus, for full time students enrolled in 12 credit hours of classroom courses, a minimum of 30-40 hours of time must be available on average each week for class and class preparation plus 12 hours for field instruction.

Most required reading for courses is on the Blackboard site for the course. Required and recommended texts may also be purchased at the University Bookstore.

Personal Safety and Security

The Department of Security serves members of the university community by providing protection, service and education. Information about personal security education programs, campus law enforcement, and incident reporting is in the *St. Ambrose University Student Handbook*.

The BSW Program attempts to make students aware of safety issues and to be prepared to handle potentially dangerous situations. The BSW Field education manual includes general information on risk assessments and reduction, agency safety guidelines, and information on student health care safety preparation. In the agency setting, practicum students are encouraged to be familiar with agency policies and practices regarding risk assessment and reduction and agency guidelines for safety.

Weapons Policy. Consistent with St. Ambrose University policy, weapons are prohibited on campus.

Release of liability on BSW or SSW related university trips. Students assume risk and liability when traveling to BSW or SSW related university events.

Insurance Coverage

Malpractice and Liability Insurance. The St. Ambrose University retains group professional liability insurance for students in field education. Students may also wish to consider purchasing individual liability coverage against claims arising out of professional training to cover activities while in the field placement. Students may obtain coverage with the National Association of Social Workers Insurance Trust, a program of the American Professional Agency. Information and applications are available on the NASW Assurance services website (<http://www.naswassurance.org>). In order to qualify for this insurance, membership to the National Association of Social Workers is required.

Automobile Insurance. Students in field practicum may be asked to use their own cars for agency business (e.g. making home visits, transporting clients, and attending case conferences or organizational meetings). Students are advised to check with the agency to determine if the agency insures the student in these activities. The student is also advised to check with his or her own carrier to determine coverage for these activities. If a student is required to use his or her own car for agency business, it may be advisable to increase insurance coverage. In no case should a student undertake agency business in his or her personal vehicle without adequate coverage.

Health Insurance. At St. Ambrose University, it is the desire that all students have health insurance, but does not REQUIRE coverage. However, a field agency may require coverage based on the nature of the social work services provided. If a student does not have health insurance, there is information on the University Health Services webpage: <https://sau.edu/life-at-sau/student-health-services/>

St. Ambrose University Policies Affecting Students

Students in the BSW Program are expected to become familiar with University policies affecting students and to abide by the rules and regulations explicated in these policies. Information regarding Students' Academic Rights and Responsibilities, rights regarding Students Records, the Students Code of Conduct, University Policy Statements, Campus Services, and Student Activities may be found in the *St. Ambrose University Catalog* and the *St. Ambrose University Student Handbook*. The *Student Handbook* is available on the St. Ambrose University web pages at the following address:

<https://sau.edu/media/content-assets/pdfs/consumer-information/SAU-Student-Handbook.pdf>

Registration

While University faculty and staff members provide students with academic advice and assistance, each student is expected to take responsibility for his or her education and personal development. The students must know and abide by the academic and disciplinary policies of the BSW Program, School of Social Work, and St. Ambrose University. The students must know how and meet requirements of his or her own program of study, enroll in courses appropriate to the program, meet prerequisites and take courses in the proper sequence to ensure orderly and timely progress. Students must seek advice about degree requirements and other University policies when necessary. Registration may be completed online through the St. Ambrose University website (<http://www.sau.edu>) after coordination with the student's academic advisor. Students should meet with their academic advisor to assist in course selection, career direction, and plan of study.

Students are responsible to provide SAU with current local and permanent address and telephone numbers. Official correspondence is sent to the address last given to the SAU; if the student has moved and fails to correct this address, he or she will not be relieved of responsibility on the grounds that correspondence was not delivered.

Student Financial Services

The St. Ambrose University Student Financial Services is a help center allowing student access to online registration, class schedules, grades, unofficial transcripts, Business Office account summary and Financial Aid status. To access the Student Financial Services, email sfs@sau.edu or call 563-333-5775.

Student Records

Student rights regarding educational records are articulated in the *St. Ambrose University Student Handbook* and these policies are consistent with the Family Educational Right and Privacy Act of 1974 (FERPA). Categories of student information that are public and may be disclosed are identified and students' right to privacy is discussed. Students may review their academic records by requesting them from Records and Registration Office. Students who believe their educational records contain information that is inaccurate or misleading, or is otherwise in violation of their privacy or other rights, are provided with procedures to challenge the information in their record in the *St. Ambrose University Student Handbook*.

The BSW Program also maintains student records and the policies of the BSW Program and School of Social Work conform to FERPA and University policy. The School of Social Work maintains student and alumni records primarily to benefit students and graduates in educational and professional endeavors. Students are responsible to advise the School of Social Work regarding changes in name, address, telephone, and email. Alumni are encouraged to advise the School of Social Work regarding changes in their personal and professional status. If requested, these updates in information will be electronically distributed to alumni.

The following are guidelines for the management of these records:

1. Student records in the BSW Program Office within the School of Social Work include admissions material, copies of grade reports, correspondence regarding the student from University offices, correspondence from the School of Social Work to the student or concerning the student and field experience information.
2. Students shall have access to their records insofar as access does not violate the rights of others, in keeping with the University's policy concerning student records. Request for review of School of Social Work records is made in writing to the BSW Program Director. Copies are available to students for the cost of duplication.
3. Data maintained solely for research purposes shall not be personally identifiable.
4. Alumni news is shared electronically and/or in print when graduates of the School of Social Work notify the School regarding a professional or personal life change. Students who do not wish to have this information shared with faculty and alumni are asked to notify the Admissions Coordinator in writing.

Cancellation of Classes Due to Hazardous Weather

The established schedule of class meeting times will be followed unless students are notified otherwise. Please consult the student's SAU email, Blackboard, the St. Ambrose website, local media, School of Social Work Facebook page, or call the School of Social Work at **563-333-3910** to see if St. Ambrose University has canceled classes.

Emergency changes will be posted on classroom doors and the bulletin board if the campus is open at the time of the cancellation. In case of class cancellations, attempts will be made to contact students directly.

In addition, students should sign up for the Emergency Notification System. The online registration form can be accessed through the SAU Security Office website. By doing this, students can receive alerts regarding class/event cancellations or postponements via email or text message. Students should always use good judgment in deciding on attendance during hazardous weather conditions.

<https://sau.edu/life-at-sau/security-safety/>

STUDENT GOVERNMENT ASSOCIATION

Throughout the year, the Student Government Association (SGA) facilitates, coordinates and participates in numerous activities, and initiates policy proposals to benefit the student body. As a representative body, SGA encourages student leadership on campus and works to promote healthy relationships between students and faculty/staff through dialogue with university administrators in order to better serve the undergraduate student body and enrich the Ambrosian experience. As such, it is a vehicle for students to interact with the School, for students to promote effective communication, and is an instrument of student action for social justice.

The SGA is composed of four officers holding the following elected positions: President, Vice President, Secretary, and Treasurer. The voting members of the organization shall consist of senators of the nine residents' halls, the athletic senator, and representatives of each class.

UNIVERSITY SUPPORT SERVICES

St. Ambrose University offers several support services available to facilitate student success.

Library

The St. Ambrose University Library selects, organizes, and maintains print and electronic resources that support the curriculum and information needs of our campus community.

Phone: 563-333-6245

Email: librefdesk@sau.edu

Information Technology

Our Information Technology Office provides support and service to faculty, staff, and students. IT maintains the integrity of the campus network by providing setup, troubleshooting, maintenance of student computer labs, and general network and desktop support. The service desk can help with network password problems and many other tasks related to everyday computer use.

Contact the IT Office for help: 563-333-6368 | itsupport@sau.edu | [Submit a ticket](#)

Blackboard

Blackboard is a course management system that will allow you access course materials online, course syllabus, lecture material, word documents, articles, videos/audio, access related websites and other ancillary materials. You can also check your grades, interact with classmates, and opt into course notifications. You can access blackboard at the following link <https://blackboard.sau.edu>

Email: blackboardsupport@sau.edu

Phone: 563-333-6496

Academic and Career Planning Center

The SAU Academic and Career Planning Center will help you identify and develop career goals and show you how to apply your education and academic achievements to your professional goals. We challenge all students and alumni to engage in a journey of personal awareness, and we offer many developmental, networking, and employment opportunities to support your growth and goals.

Phone: 563-333-6339

Email: CareerCenter@sau.edu or Advising@sau.edu

Location: Rogalski Center

Website: <https://sau.edu/life-at-sau/career-center/>

Student Success Center, Writing Center, and Online Tutoring

The Student Success Center offers academic support services - through tutorial sessions, study groups and supplemental instruction to all St. Ambrose students in a low pressure setting at no cost. The Center's intent is to support undergraduate students in their learning and contribute to their growth and development as learners. Students can access the Student Success Center via the MySAU Portal:

<https://mysau.sau.edu/my.policy>

<https://sau.edu/life-at-sau/student-support/>

Phone: 563-333-6331

Email: StudentSuccessCenter@sau.edu

Accommodations for Learners with Disabilities:

Committed to fostering an inclusive community of learners, St. Ambrose welcomes and values individuals with disabilities, including those who are neurodivergent. It is University policy and practice to create inclusive and accessible learning environments consistent with federal and state law. The Accessibility Resource Center (ARC) provides accommodation for learners experiencing either a **temporary or permanent** disability.

- If you have a disability that requires accommodations (including but not limited to acute or chronic conditions related to mental health, attention, learning, vision, hearing, or systemic in nature) and you have **not** previously registered with the ARC: please visit the ARC tile in your Experience Page. Click on “**ARC Registration Form**”.
- If you have a Temporary Disabling Condition (i.e. pregnancy/postpartum, concussions, surgeries, conditions expected to last less than 6 weeks): please visit the ARC tile in your Experience Page. Click on “**ARC Temporary Disability Form**”.
- If you have **already registered** with the ARC and you have been approved for accommodations, please provide your instructor(s) with your VISA form so you can discuss how accommodations will be implemented in their classes.

For more information, please visit the [ARC webpage](#) or ARC Experience page.

CONSULT THE ST. AMBROSE UNIVERSITY STUDENT HANDBOOK for more information.

<https://sau.edu/media/content-assets/pdfs/consumer-information/SAU-Student-Handbook.pdf>