



St AMBROSE
UNIVERSITY
School of Social Work

Bachelor of Social Work (BSW)
Student Handbook
2026-2027 Academic Year

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Most recent update: August 2026

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 mission of the BSW Program is to prepare 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 an anti-oppressive lens, the BSW program cultivates empathy and the desire to change society at multiple levels by equipping students with knowledge, skills, and values indicative of ethical social work practice. It prepares students to embrace the ideals of the intrinsic dignity and equality of all people, and to advance social, racial, economic, and environmental justice within a diverse, global context.

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

1. Provide a high quality, liberal arts-based program that prepares competent, generalist social work professionals for strength-based empowerment practice with and on behalf of individuals, families, groups, organizations, and communities.
2. Develop culturally competent social work professionals who understand the importance of intersectionality, cultural humility, and resilience while working with diverse populations, and oppressed or marginalized groups.
3. Develop collaborative social work professionals who contribute to a democratic society by critically analyzing social policy and systems of oppression to understand their implications for social, racial, economic, and environmental justice, and are prepared to take action to promote a just society.
4. Prepare future social workers who understand the pervasiveness of white supremacy and privilege and are committed to anti-racist and anti-oppressive practice that promotes inclusivity across all systems.
5. Prepare competent generalist social work professionals with a solid understanding of the core values and ethical practice standards that characterize social work, and the knowledge, values, skills and cognitive/affective processes to resolve ethical dilemmas in practice situations.
6. Foster the social work profession's engagement in scholarship and lifelong learning that responds to changing practice and social contexts and promotes knowledge based on scientific inquiry which is shared with local, state, national, and global audiences.
7. Cultivate and foster strong partnerships with local, state, national and global communities to enrich the lives of individuals and communities through collaboration and mutually beneficial relationships.

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

2022 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 policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice. Social workers:

- a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
- b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- c. use technology ethically and appropriately to facilitate practice outcomes;
- d. use supervision and consultation to guide professional judgment and behavior.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected. Social workers:

- a. advocate for human rights at the individual, family, group, organizational, and community system levels;
- b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender,

gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression. Social workers:

- a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels;
- b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with participants and constituencies, acknowledging them as experts of their own lived experiences.

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

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of participants and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources. Social workers:

- a. apply research findings to inform and improve practice, policy, and programs;
- b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings. Social workers:

- a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services
- b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, 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 individuals, families, groups, organizations, and

communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with participants and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse participants and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with participants, constituencies, and other professionals as appropriate. Social workers:

- a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with participants and constituencies;
- b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with participants 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. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with participants and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making. Social workers:

- a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing participants and constituencies;
- b. demonstrate respect for participant self-determination during the assessment process by collaborating with participants and constituencies in developing a mutually agreed-upon plan.

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. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with participants and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve participant and constituency goals. Social workers facilitate effective transitions and endings. Social workers:

- a. engage with participants and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve participant and constituency goals;
- b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of participants and constituencies.

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 evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment,

as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- a. select and use culturally responsive methods for evaluation of outcomes;
- b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

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 SSW Programs 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 could be 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. The following procedures are for standard and transfer admission. 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 online Application for Admission to the BSW Program found at <https://admit.sau.edu/register/bswstandard>
2. Attach your personal statement of educational and career goals to the online application form. You should address the following components in no more than 1000 words. You must complete the required prompt and then choose one of the two following prompts in order for your application to be considered complete.
 - a) **REQUIRED PROMPT:**
Describe why you are choosing social work as your chosen career path. Reflect on your own experiences and identities and discuss your reasons for choosing social work. This could include a volunteer or service-learning experience that you have had and how it impacted you.
 - b) **CHOOSE ONE OF THE FOLLOWING PROMPTS:**
 1. Describe what justice means to you. Reflect on your own experiences and discuss the ways you think about justice.
 2. How do your strengths and areas for growth align with the [NASW Code of Ethics](#), particularly regarding the ethical principles of justice, respect for individual dignity, and promoting self-determination?
3. Submit contact information for one (1) reference to the online application form. 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 (or their approved equivalent courses) with a C or higher in each class (below a C- could be reviewed on a case-by-case basis)
 - a) Social Work 201- Introduction to Social Work (3 credits) or Intro to Human Services [required to progress in BSW Program]
 - b) 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) [required to progress in BSW Program]
 - c) Political Science 101 (3 credits) [required to progress to SWK 310 – Social Welfare Policy] OR Political Science 145 Civil Discourse and Civil

- Society
- d) Psych 145 or Math 145 (3 credits) OR SOC/CRJU 391 Statistics in Data analysis in Social Sciences (3 credits) [required to progress to SWK 340 – Social Work Research]

Application forms and program description may be obtained by visiting the Bachelor of Social Work Program website. The application deadline for the fall cohort is April 1. The program admits students only once per academic year, with admitted students planning to start in the following fall semester. All applications received after this deadline will be reviewed on a rolling basis.

Admissions Decisions

Applications will be due each year on April 1st with rolling admissions after this deadline through an online application system in a timely manner. The BSW program will have an admissions committee composed of SSW Program faculty. Committee members will review all applications and share their admission decisions with the student and the BSW Program Director. Electronic notification of admission decision is sent to each 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 as conditional or provisional. **The potential admission decision types are:**

- **Admission** occurs when the student has completed all prerequisite courses and all components of the application have been submitted.
- **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. If the condition(s) is/are not met, student will be notified by the BSW Program Director as to the required next steps.
- **Provisional admission** occurs when a student has not met the prerequisite grade or GPA requirement set (for example, achieved below a cumulative GPA of 2.5). A student may be admitted but will have additional requirements to adhere to in the first semester they are admitted. The requirements are that, they must earn a GPA of 2.5 and meet on a scheduled basis with their BSW Academic Advisor during their first semester. When provisional requirements are successfully completed, the provisional admissions status will be removed. If these additional requirements are not met, the student is unable to progress in the BSW Program.
- **Deny admission** occurs when a student has not completed the required prerequisites to enter the BSW Program (for example, the student has not completed Introduction to Social Work prior to fall semester beginning).

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 BSW Program Director in the School of Social Work.

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

- As long as the student meets 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 a student earned at other colleges and universities may be considered for admittance to the university and specific academic programs, but a student's 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 Practicum or coursework for life experiences and previous work experiences is not given, in whole or in part, in lieu of the 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

St. Ambrose Campus:

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 1st and the award announcement is May 1. Students may apply for this scholarship at: [Father William Dawson Scholarship Application](#)

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 [FAFSA® Application | Federal Student Aid](#). 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 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.

Note: The course instructor may send the syllabus prior to class start, but the Brightspace page cannot open more than 48 hours prior to class starting due to financial aid.

Full-Time

This program calls for two academic years of study and completion of 35 credit hours. Students ordinarily spend at least two to four 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.

Pre-Requisites to the Program total 12 credits:

- 1. Introduction to Social Work or Introduction to Human Services – 3 credits**
 - a. SWK 201 Introduction to Social Work
- 2. One of the following courses – 3 credits**
 - a. Intro to Psychology
 - b. SOC 101 Introduction to Sociology
 - c. Cross-Cultural Introduction to Women and Gender Studies (JDG 201)
- 3. One of the following courses – 3 credits**
 - a. PSCI 101 American Government
 - b. PSCI 145 Civil Discourse & Civ. Society
- 4. One of the following courses – 3 credits**
 - a. Statistics 145 (or general Statistics Math Course)
 - b. Psych 145 Introductory Statistics
 - c. SOC/CRUJ 390 Statistics and Data Analysis in Social Sciences

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- BSW Practicum I (3 credits)

SWK 402 - BSW Practicum 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 -BSW Practicum II (3 credit)

SWK 403 - BSW Practicum Seminar II (1 credit)

SWK Electives (minimum of one elective required. Can be taken any semester, and may have SWK 201 as a pre-requisite)

SWK 205 - Substance Use in Social Contexts and Brief Motivational Interventions

SWK 215 - Human Sexuality

SWK 225 - Aging in America

SWK 235 - Family Child Welfare

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 members. 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. Information on Academic and Career Planning, Academic Coaching & Enrichment (ACE) Center, Access and Disability Services, Counseling Services, 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 ~~objectives~~.

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 Mount Mercy and St. Ambrose communities are called upon to uphold the standards of academic integrity and to avoid academic dishonesty of any kind. For more detailed information on standards and expectations regarding academic integrity, including detailed descriptions of what constitutes academic dishonesty, please see the full policy [here](#).

Access and Disability Services - Accommodations for Learners with Disabilities

St. Ambrose University and Mount Mercy University are committed to fostering an inclusive and accessible learning environment for all learners, including individuals with disabilities and those who are neurodivergent. In accordance with federal and state law, the Office of Access & Disability Services (ADS) provides reasonable accommodations for students with temporary or permanent disabilities.

- St. Ambrose University students who need accommodations and have not yet registered with ADS should visit the ADS card in Experience to complete the “ADS Registration Form”. You may contact ads@sau.edu or stop by Cosgrove Hall, Room 25.
- Mount Mercy University students who need accommodations and have not yet registered with ADS should contact ads@mtmercy.edu or visit the A&DS office in University Center, Room 130.

At both campuses, students who have been approved for accommodations by the Office of Access & Disability Services should share their accommodation letter with their instructors and discuss how accommodations will be implemented in each course.

The Academic Coaching & Enrichment (ACE) Center

ACE is the one-stop spot on campus to find free academic support programs and resources for all student levels; including undergraduates and graduates. Through ACE, students can receive support in setting and reaching their academic goals by developing learning strategies, building on their strengths, increasing self-advocacy skills, and improving organization and time management habits. ACE also provides access to study spaces, computers, and other resources for individual or group study. Professional employees offer academic success coaching, and highly recommended student employees provide academic enrichment such as support within specific content areas, writing guidance, study group sessions, and more!

- Saint Ambrose Campus - Bees Supporting Bees: Located on the 1st floor of Ambrose Hall (also available online by request), appointments can be made through Accudemia (linked here) or via the Academic Coaching & Enrichment (ACE) Center tile on Student Experience. To find up-to-date information about services, follow us on Instagram! @sau_ace

- Mount Mercy Campus - Mustangs Supporting Mustangs: Located on the 1st floor of the University Center (UC 130) by the McAuley elevator, tutoring appointments are available by a walk-in basis during the posted Peer Tutoring hours (linked here). To schedule individual appointments during – or beyond – these hours, please email ACE@mtmercy.edu. To find up-to-date information about services, follow us on Instagram! @mmu_ace

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 Services

- Saint Ambrose University: The St. Ambrose University Counseling Center is located on the 2nd floor of the Rogalski Center, and offers free, confidential mental health support for students enrolled at the university. Email CounselingCenter@sau.edu with questions or to schedule an intake appointment. Further information can be found at the following pages:
 - <https://www.sau.edu/counseling>
 - <https://experience.elluciancloud.com/sau/discover>
 - <https://linktr.ee/saucounseling>
- Mount Mercy University: Mount Mercy Students needing general mental health support should contact Dean of Students, Danielle Rudd (drudd@mtmercy.edu) to determine the best community-based resources at this time. For students experiencing a mental health crisis during business hours, please come to Student Services on the second floor of the University Center. Someone will be available to assist you. After business hours? Please contact your RA or Public Safety (319-360-4839). They will be able to assist you. You can also call the National Suicide Hotline at 988. You can also visit the Mental Health Access Center, which is open 24 hours a day, seven days a week. No appointment is necessary. It is located at 501 13th St NW, Cedar Rapids, IA.

Discrimination, Harassment, and Sexual Violence

St. Ambrose and Mount Mercy University affirm that all forms of discrimination and harassment, including sexual violence, diminish the dignity and 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 all members of both campus communities, 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) by filing a report electronically (<https://sau.edu/title-ix-compliance/>) or by scheduling an appointment with the Title IX Director on your campus.

- Saint Ambrose University: Members of the St. Ambrose campus community may contact Kylie Kuffler, Director of University Compliance, St. Ambrose University, via email at kufflerkylie@sau.edu or by phone at 563-333-6070. Reports can also be made to University Security through the LiveSafe App or via this page. Please note that reports to Compliance, Security, and most University employees are not confidential given the mandatory reporter status of most university employees. If you wish to seek confidential help, the Counseling Center, Campus Ministry, and Health Services are available to you.

- Mount Mercy University: Members of the Mount Mercy campus community may contact Danielle Rudd, Dean of Students and Title IX Deputy Director, via email at drudd@mtmercy.edu or by phone at 319-363-1323 x1857. Reports can also be made via this link. Please note that reports to most University employees are not confidential given their mandatory reporter status. If you wish to seek confidential help, MMU Counseling Services, Campus Ministry, or Health Services are available to you.

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 7th 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. Please refer to the APA manual available in the library, LibGuides on Brightspace 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.

Recording in Classroom

We will use technology for virtual meetings and for possible recordings in this course. Our use of such technology is governed by FERPA, the Network Use Policy and SAU's Academic Integrity Policy. Your instructor will not share recordings of your class outside of course participants. You may not share recordings outside of this course. Doing so may result in disciplinary action. If you are a student that has an accommodation for classroom recordings through work with the Accessibility Resource Center, please consult with your instructor.

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	B-	80-83	D+	67-69
A-	90-93	C+	77-79	D	64-66
B+	87-89	C	74-76	D-	60-63
B	84-86	C-	70-73	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.**Note that Academic Review procedures are triggered when two or more Incomplete grades are received by a student.

Grades in BSW Practicum

Evaluation in BSW Practicum is an ongoing process shared by the Practicum Supervisor(s), Practicum Liaison, and the student. A portion of the weekly supervision hour is spent in evaluation of the following areas: the student's strengths, progress, educational needs, accomplishments, and areas in need of development. In addition to this ongoing evaluation, the student's observable demonstration of Generalist competencies will be formally evaluated at the end of each semester. The Practicum Supervisor Evaluation is completed by the Practicum Supervisor(s) and shared with the student prior to the Evaluation Meeting at the end of the semester. In addition to the Practicum Supervisor Evaluation, students complete a Midterm Self Evaluation, a Student Self Evaluation, and maintain a Reflective Practicum Journal. Each semester's BSW Practicum is appraised Credit/Pass or No-Credit/Fail. The Director of Practicum Education reviews the Practicum Liaison's recommended grade and determines the final grade assigned.

The Practicum Liaison will recommend a grade based on a satisfactory Practicum Supervisor Evaluation, completion and timely submission of all BSW Practicum coursework, and completion of required practicum hours and 1 hour weekly social work supervision. Because the BSW Practicum courses are a co-requisite for BSW Seminar courses, a grade of Incomplete or F will automatically result in a grade of Incomplete or F in the other. Failing practicum will delay or disrupt degree completion.

Students are at risk for earning a Failing grade in the following instances with no communication to the Practicum Liaison: late submissions of required BSW Practicum coursework, not submitting required BSW Practicum coursework, not meeting the required practicum hours on a weekly basis and/or per semester, and/or not completing the required weekly social work supervision.

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>

School of Social Work's Statement on Generative Artificial Intelligence (AI)

In recent years, innovations in AI have grown exponentially. While these advances have made important contributions to daily life, there is a need for restraint in academic and professional settings. Social workers depend on critical thinking skills to make informed decisions about claims, premises, and conclusions. The use of AI compromises these skills and breeds dependence on technology. Students should avoid relying on built-in AI summary features including but not limited to Google, Adobe, Blackboard, etc. to summarize readings. Additionally, the use of all generative AI platforms to generate written content (papers, discussion posts, assignments, etc.) is prohibited. This includes, but is not limited to, Chat GPT, Co-Pilot, Grammarly, Gemini, etc. Unauthorized attribution of AI-generated text as your own – whether through copying and pasting or manual reproduction – constitutes a form of plagiarism. This is a violation of SAU's [Academic Integrity Policy](#) and the [NASW Code of Ethics](#) and will be treated accordingly. If there is reason to suspect improper use of AI not in accordance with the School of Social Work policy and/or instructor discretion, it will be treated accordingly in the Remediation Process.

Social work professionals and social work students are expected to use AI critically, transparently, and responsibly. While AI offers potential benefits for social work practice, its rapid expansion carries significant concern regarding ethical use. The use of AI in social work must be guided by and grounded in core professional values. Bias, confidentiality, discrimination, surveillance, transparency, and misinformation are major ethical risks. Environmental costs of increasing technology use also include substantial electricity and water consumption with disproportionate harm to vulnerable communities. AI tools should be approached with caution and understanding that it is only a tool, not a replacement for professional skills and judgment.

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].

Student Responsibilities Statement *(consider adding upon recommendation of ACE 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 Resource for Questions/Concerns

Have a question or concern and not sure who to ask or where to go? Information for current students, including financial aid resources, academic support services, technology support, and much more can be found by following the links below.

- [St. Ambrose Resources](#)
- [Mount Mercy Resources](#)

If you have a concern you'd like to share or suggestions for individual departments or the institution, please use this [form](#).

Student Wellness

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 timelines. **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 for graduation for that student due to the sequencing of courses in the BSW Program could be impacted.

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

The Bachelor of Social Work degree is both a scholarly and professional degree. Admission to the program is granted to students who have demonstrated potential to complete high-quality academic work beyond the baccalaureate degree. Retention in the program requires students to achieve academic goals and maintain professional standards by adhering to the [NASW Code of Ethics](#).

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 Practicum 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 NASW Code of Ethics, which guides the social work profession. This includes self-awareness, ethics in action, respect for human dignity, and a commitment to social justice. Failure to meet course expectations and/or abide by the professional standards set by the BSW Program and the NASW Code of Ethics constitutes academic failure and may result in a student's dismissal from the BSW Program.

Student Role and Responsibilities

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, practicum site policies within the Practicum Education 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 academic or professional jeopardy should initiate meetings with their instructors, practicum liaisons, and/or academic advisors to discuss their situations. Students are encouraged to address academic and professional problems early to maximize opportunities for corrective action and seek University support services and resources as appropriate.

Academic and Professional Standards for Retention

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. Successful completion of any conditions of admission as per BSW Admissions Decision letter
2. 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](#).
3. Grades of C or above in each BSW course.
4. Successful completion of courses in sequence (indicators of less than satisfactory progress includes course withdrawal or receiving a grade of "incomplete").
5. Continued satisfactory progress in Practicum.
6. Behavior consistent with the NASW Code of Ethics in classroom, community, and Practicum Education.

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

- a. basing professional practice 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 practicum site policies and BSW program standards and procedures

- maintaining client, agency, and classroom confidentiality
- f. disclosing any dual relationships, conflicts of interest, legal issues, or criminal justice issues that may affect their performance or admissibility to a particular practicum setting
- g. applying established social work methods and skills as well as research and theories of human behavior to social work situations

Academic 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 conditional status
 - a. Failure to meet conditions described by BSW Admissions Committee in Decision letter
3. 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
4. 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
5. 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

The BSW Program monitors each student’s progress using procedures implemented by course instructors, practicum supervisor(s), practicum liaisons, academic advisors, and administrative personnel. At midterm and the end of each semester, faculty members will review all students’ grades and progress in Practicum to determine if any students are falling short of academic standards for retention. The steps listed below will be followed in the event of academic and/or behavioral concerns to ensure appropriate notification, necessary identification, and provide support during remediation.

Circumstances that Justify Processes for Remediation

Certain academic and/or behavioral concern(s) may warrant the need to engage in a remediation process to address and remediate with those persons directly involved in the situation (e.g. classroom instructor/student, practicum supervisor/student). The Remediation process is meant to engage the student collaboratively and proactively when concern(s) arise to provide necessary professional and/or academic support and mentoring. Examples of such concern(s) may include:

1. Poor academic performance (e.g. the student is not maintaining a 2.0 grade during the semester or the student receives a C or below in a course).
2. Two grades of “Incomplete”.
3. Disrespectful, antagonistic, or distracting behavior.
4. Breaches of NASW Code of Ethics, BSW Student Handbook, or University Student Handbook.
6. Concern of academic dishonesty, including inappropriate use of AI.
7. Absences, tardiness, lack of class participation, or late coursework.
7. Violation of classroom policies (e.g. misuse of electronic devices).
8. Marginal or unsatisfactory performance in Practicum, including the practicum placement planning process.
9. Concerns about a lack of fit between the student and the BSW Program or the social work profession

10. Other circumstances in which faculty members or other persons involved recognize the need for intervention to ensure student success

Steps of Remediation

The steps listed below will be followed in the event of academic and/or behavior concerns to ensure appropriate notification, necessary identification of concern(s) and expectations, and provide support through remediation. The Remediation process is meant to engage the student early, collaboratively, and proactively when concern(s) arise to provide necessary academic and/or professional support and mentoring.

Step 1: Remediation

1. Faculty and/or adjunct faculty notifies the student of academic, professional, and/or behavioral concerns (as referenced above).
2. Faculty meets with the student to:
 - discuss concern(s) in connection to programmatic and professional requirements and expectations
 - hear the student's perspective and experience
 - review specific expectations moving forward
 - identify resources and supports to help student be successful moving forward
3. Following the meeting, an email will be sent by the faculty to the student with the academic advisor included summarizing the meeting and expectations moving forward.
4. If concern(s) is not remedied moving forward, the student will be notified of the next step in this process, which would be Step 2- Formal Corrective Action.

Step 2: Formal Corrective Action Plan

5. This step will occur if:
 - Concern(s) not addressed and/or progress is not made after the Step 1- Remediation meeting
 - Faculty and/or Academic Advisor identifies a pattern of behavior in the BSW Program
 - A situation needs immediate remediation with a Corrective Action Plan
6. A face-to-face meeting will be held with concerned faculty, academic advisor, and student.
 - If the concerned faculty serves dual roles, an additional faculty member will be included for additional support.
 - If the concerned faculty is an adjunct, a full-time faculty member may represent the adjunct for the meeting.
7. Documentation of concern(s) will be provided to student and Academic Advisor prior to the face-to-face meeting.
8. Faculty and the Academic Advisor meets with the student to:
 - discuss concern(s) in connection to programmatic and professional requirements and expectations
 - hear the student's perspective and experience
 - review specific expectations moving forward
 - identify resources and supports to help student be successful moving forward
 - create a Corrective Action Plan within the meeting in collaboration with the student that addresses the identified concern(s). The Plan will specify the concern(s), concrete steps necessary for resolution, timeframe, supports available and needed, and criteria for evaluation of success.
9. Following the meeting, an email will be sent by the faculty to the student and Academic Advisor including a copy of the Corrective Action Plan.
10. If the student fails to remediate the concern(s) as defined in the Corrective Action Plan, the student will be notified of the next step in this process, which would be Step 3- Academic Review. The BSW Program Director will be notified with a request for an Academic Review to be scheduled.

Step 3: Academic Review

When serious academic and/or behavioral concern(s) arise with a student, the BSW Program Director will convene the faculty to conduct an Academic Review. Such concerns may arise from the ongoing monitoring of the student through the Remediation process as described above or may result from a precipitating incident at any time during the student's time in the BSW Program. An Academic Review

is a decision-making process of the faculty regarding the status of students whose academic or professional success is in jeopardy. Circumstances that warrant an Academic Review include the following:

1. A cumulative GPA of 2.0 or below.
2. An unsatisfactory evaluation in Practicum (such as receiving a No- Credit/Fail grade thereby failing to meet the pre-requisite for the next semester of the Practicum experience).
3. In the event of a Practicum termination.
4. Failure to meet behavioral standards for professional social work (as described in the NASW Code of Ethics).
5. Behavior that poses an immediate threat to individuals or organizations.
6. Failure to remedy difficulties that were previously addressed through Steps 1 and/or 2 of the Remediation process.
7. Substantial incongruities between the student's values and attitudes and the value base of the social work profession as articulated by the NASW Code of Ethics.
8. Failure to meet automatic academic standards for retention when any faculty member believes there are extenuating circumstances that warrant review.
9. Gross violations of the University academic integrity policy (as outlined in the University student handbook).
10. Other serious concerns about a student's academic performance or compliance with BSW Program or social work professional standards.

Processes to monitor student performance will determine the need for an Academic Review.

To initiate an Academic Review process, faculty will notify the BSW Program Director of the need for an Academic Review. The BSW Program Director will notify the student in writing within at least 3 days to schedule the Review. The letter of notification will include:

1. circumstance(s) from the list above that warrant an Academic Review
2. specific academic and/or behavioral concern(s)
3. the student's right to present their experience and/or information to the faculty orally during the meeting or in writing prior to the meeting
4. the proposed date, place, and time of the meeting
5. a copy of this policy will accompany the notification.

The Academic Review Panel consists of all available full-time faculty members (excluding the BSW Program Director). The BSW Program 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. The Chair will:

1. develop a meeting agenda
2. send a calendar invite to all participants in the Academic Review
3. gather documentation from faculty members, practicum supervisor(s), the student and/or others
4. provide submitted documentation and meeting agenda to all parties at least 24 hours ahead of the scheduled Academic Review meeting
5. be available to answer Academic Review questions in relation to the Academic Review procedures only

For students who work with the SAU Access and Disability Services (ADS), they may invite their SAU ADS staff member to attend the meeting. The role of the SAU ADS staff member in this meeting is to understand the situation and expectations moving forward to support the student following the meeting.

If the student wants to invite their SAU ADS staff member, the student must notify the Chair prior to the meeting. It is the student's responsibility to provide any supplemental documentation to the SAU ADS staff member prior to the meeting.

During the Academic Review meeting, the student and faculty perspectives will be heard. Panel Members will then dismiss the student from the meeting to enter into a closed session to decide on a course of action. The Chair of the Review Panel will send a written report of the Panel's decision to the student within 3 business days. [See Resolutions and Sanctions for possible courses of action.] Within 3 business days of the date of the notification, the student will notify the Chair of either their acceptance of the conditions of the Academic Review or their intention to appeal. If the student does not notify the Chair of their decision, the BSW Program Director will formally accept the Panel's decision and convey this to the student. If the student has accepted the conditions of the Academic Review, they waive their right to an appeal.

If the student decides to appeal, they must submit a written request for an appeal of the decision to the BSW Program Director within 3 business days for the appeal. The BSW Program Director will hear the appeal within 3 business days of receiving the request. The BSW Program Director may either uphold the Academic Review decision or, after additional consultation with the faculty, arrive at an alternative decision. The BSW Program Director's decision regarding the students' appeal will be conveyed to the student within 3 business days of the appeal hearing. Within 3 business days of the date of the BSW Program Director's decision notification, the student will notify the BSW Program Director if they accept the BSW Program Director's decision or their intent to appeal further. If the student does not notify the BSW Program Director of their intent to appeal, the student has accepted the BSW Program Director's decision; they waive their right to further appeal.

If the student chooses to appeal further, the student must submit a written request for an appeal to the Associate Dean for the School of Human Services within 3 business days. The Associate Dean for the School of Human Services will hear the appeal within 3 business days of receiving the request. The Associate Dean for the School of Human Services may either uphold the Academic Review decision or, after additional consultation with the faculty, arrive at an alternative decision. The Associate Dean's decision regarding the students' appeal will be conveyed to the student within 3 business days of the appeal hearing. Within 3 business days of the date of the Associate Dean's decision notification, the student will notify the Associate Dean if they accept the Associate Dean's decision or their intent to appeal further. If the student does not notify the Associate Dean of their intent to appeal, the student has accepted the Associate Dean's decision; they waive their right to further appeal.

Any further appeal must be made beyond the School of Human Services and will go to the Dean of the College of Health and Human Services, according to university policies.

Resolutions and Sanctions

In a Review process, the faculty can determine any reasonable course of action that fits the circumstances and concern(s) present. This course of action may include, but is not limited to, the following resolutions and sanctions:

1. A determined action plan to resolve the specific concern(s).
2. Withdrawal from one or more courses.
3. Immediate removal from Practicum and co-requisite courses.
4. Academic probation for a semester or academic year during which the student's performance will be closely monitored, followed by an Academic Review at the conclusion of the probationary period.
5. Completion of current courses without the option of continuing in the Program the following semester.
6. Required withdrawal from all courses in the current semester with re-evaluation consideration for admission in a subsequent semester.
7. Immediate dismissal from the Program.

8. Modification of a student's Plan of Study to ensure student achievement of Program outcomes.
9. Completion of critical self-reflection paper.
10. Any combination of the options above with a requirement that the student be reevaluated for reinstatement or re-admission at a future date. In this circumstance, the Panel may require the student to provide evidence and specific documentation that they have resolved critical concerns or that the precipitating circumstances have changed materially.

ADDRESSING CONCERNS IN THE PRACTICUM PLACEMENT

All Practicum placements are made for the entire academic year. Students with a Practicum placement secured are expected to fulfill the agreement made with the Practicum site. Practicum 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 Practicum placement, it is best to have the necessary parties involved in addressing and planning for remediation. The Practicum Supervisor(s) should inform the student and Faculty Practicum Liaison of any student performance concerns and/or behaviors that cause the Practicum 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 Practicum 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 Practicum Supervisor(s) to discuss the situation.
- If the situation is not resolved, the student and/or Practicum Supervisor(s) contacts the Faculty Practicum Liaison.
- A face-to-face meeting will be held with the student, Practicum Supervisor(s), and Faculty Practicum Liaison to address the situation and develop a remediation plan with a mutually agreeable result to maintain the placement. The Faculty Practicum Liaison will document the meeting, including the identified concern(s), and the proposed remediation plan. This document will be emailed to the Director of Practicum Education, student, and Practicum Supervisor(s).
- The Director of Practicum 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 or Practicum Education is notified.
- The Director of Practicum Education will hold a face-to-face meeting with the student, Faculty Practicum Liaison, and Practicum 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 PRACTICUM EXPERIENCE

When remediation has been unsuccessful, the student, Practicum Supervisor(s), and/or the Faculty Practicum Liaison can initiate Practicum placement termination by submitting a letter to the Director of Practicum Education. The Practicum placement termination letter must include the reason(s) for termination, summary of the events, and attempts at remediation. In addition, the Practicum 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 Practicum 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 Practicum placement learning opportunities. The Practicum Supervisor(s) and Faculty Practicum 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 Practicum placement.
7. Attempts to harm oneself or others.
8. Any sexual relationship with an agency client.
9. Reporting to the Practicum site under the influence of alcohol or drugs.

The Director of Practicum Education will notify the student of the Practicum placement termination and provide the Practicum placement termination letter. The Program Director, Practicum Supervisor(s), Faculty Practicum Liaison, and the student's Academic Advisor will be included in the email notification of the Practicum placement termination. An exit meeting will occur as soon as possible with student, Practicum Supervisor(s), Faculty Practicum Liaison, and the Director of Practicum Education. The Director of Practicum Education will ensure the termination from the Practicum site is conducted in a professional manner. All agency materials, keys, or other equipment provided to the student will be returned immediately to the Practicum site. Partial credit for the time spent in the Practicum placement will not be granted. The School of Social Work policies require students who drop Practicum Instruction to also withdraw from concurrent seminar courses.

Following the Practicum placement termination, the Program Director will convene the faculty to conduct an Academic Review to determine the student's standing in the program. 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 Practicum Education, the student may need to drop Practicum 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. This Code of Conduct defines minimum expectations for behavior on all campuses, University-sponsored trips, or in public, and outlines the processes for students to bring a complaint, procedural due process, and appeal procedures. 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 *Non-Discrimination 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 ⁶⁰⁵“members of the university communities, guests, and visitors have the right to be free from all forms of sex-based discrimination.”

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, Practicum instructors, Practicum 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 Practicum 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 Student 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

[Student Handbook | St. Ambrose University Academic Catalog](#)

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, Practicum 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 Practicum 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: <http://www.sau.edu/policies/title-ix>. These procedures can be found in the St. Ambrose Student Handbook. [Student Handbook | St. Ambrose University Academic Catalog](#)

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. In the senior year, there are 12 practicum hours completed weekly at the practicum site in the community for Practicum.

Most required reading for courses is on the Brightspace site for the course. Required and recommended texts may also be purchased via Slingshot.

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 School of Social Work Practicum 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 Practicum Education. Students may also wish to consider purchasing individual liability coverage against claims arising out of professional training to cover activities while in the Practicum 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 website. In order to qualify for this insurance, membership to the National Association of Social Workers is required.

Health Insurance. At St. Ambrose University, it is the desire that all students have health insurance, but does not REQUIRE coverage. However, a Practicum site may require coverage based on the nature of the social work services provided. A Practicum site may also require immunizations or laboratory testing that would benefit from having a health insurance plan.

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:

[Student Handbook | St. Ambrose University Academic Catalog](#)

Registration

While University faculty and staff members provide students with academic advice and assistance, each student is expected to take responsibility for their 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 their 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, go to <https://sau.edu/tuition-financial-aid/financial-aid/>

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 Practicum 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, Brightspace, 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.

<http://www.sau.edu/alerts/>

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.

Phone: 563-333-6368

Email: itsupport@sau.edu | [Submit a ticket](#)

Brightspace

Brightspace 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 Brightspace at the following link [Homepage - St. Ambrose University](#)

Phone: 563-333-6368

Email: itsupport@sau.edu

The Academic Coaching and Enrichment (ACE) Center

ACE is the one-stop spot on campus to find free academic support programs and resources for all students levels; including undergraduate and graduates. Through ACE, students can receive support in setting and reaching their academic goals by developing learning strategies, building on their strengths, increasing self-advocacy skills, and improving organization and time management habits. ACE also provides access to student spaces, computers, and other resources for individual or group study. Professional employees offer academic success coaching and highly recommended student employees provide academic enrichment such as support within specific content areas, writing guidance, study group sessions, and more.

Phone: 563-333-6331

Email: ace@sau.edu

Access and Disability Services - Accommodations for Learners with Disabilities

St. Ambrose University and Mount Mercy University are committed to fostering an inclusive and accessible learning environment for all learners, including individuals with disabilities and those who are neurodivergent. In accordance with federal and state law, the Office of Access and Disability (ADS) provides reasonable accommodations for students with temporary or permanent disabilities. St. Ambrose University students who need accommodations and have not yet registered with ADS should visit the ADS card in Experience to complete the “ADS Registration Form”. You may contact ads@sau.edu or stop by Cosgrove Hall, Room 25. At both campuses, students who have been approved for accommodations by the Office of Access & Disability Services should share their accommodation letter with their instructors and discuss how accommodations will be implemented in each course.

Phone: 563-333-6275

Email: ADS@sau.edu

CONSULT THE ST. AMBROSE UNIVERSITY STUDENT HANDBOOK for more information.
[Student Handbook](#) | [St. Ambrose University Academic Catalog](#)

