BSSW Student Handbook

2024-25 Academic Year

SAINT LOUIS UNIVERSITY

SCHOOL OF SOCIAL WORK

Social Work

Bachelor of Science in Social Work

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St. Louis, MO 63103
314-977-2192

https://www.slu.edu/programs/undergraduate/social-work.php

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School of Social Work Mission

Saint Louis University School of Social Work prepares social work students for professional social work practice with a commitment to social justice and the empowerment of vulnerable and oppressed populations. The school strives for a dynamic community of learning with excellence in teaching, research, and service. (passed by School of Social Work Faculty Assembly, May 2008)

Goals of the School of Social Work

1. To use knowledge, values, and skills in generalist social work practice.
2. To use knowledge, values, and skills in advanced social work practice.
3. To contribute to the advancement of knowledge of the profession.
4. To use skills, talents, and time in pursuit of social justice in the community.

(passed by School of Social Work Faculty Assembly, May 2008)

Saint Louis University Mission

The mission of Saint Louis University is the pursuit of truth for the greater glory of God and for the service of humanity. The University seeks excellence in the fulfillment of its corporate purposes of teaching, research, health care and service to the community. It is dedicated to leadership in the continuing quest for understanding of God's creation and for the discovery, dissemination and integration of the values, knowledge and skills required to transform society in the spirit of the Gospels. As a Catholic, Jesuit university, this pursuit is motivated by the inspiration and values of the Judeo-Christian tradition and is guided by the spiritual and intellectual ideals of the Society of Jesus.

Accreditation

The School of Social Work was established in 1930, and the BSSW Program was accredited in 1974 by the Council of Social Work Education (CSWE), the first year that CSWE accredited undergraduate social work programs. The BSSW Program was most recently re-accredited in 2018. The Council's accreditation standards can be found at http://www.cswe.org. Graduating from an accredited program is important because it helps to ensure a quality social work education, some Master of Social Work programs grant advanced standing to students graduating from accredited BSSW programs, and many states require it to obtain state social work licensure.

Programs and Administrative Team

BSSW Programs

Bachelor of Science in Social Work
Minor in Social Work
Accelerated Bachelor of Science in Social Work / Master in Social Work

Administrative Team

Noelle Fearn, Ph.D. ……..Dean, School of Social Work
Brandy Maynard, PhD……..Associate Dean for Academic Affairs
Vithya Murugan, PhD…….Director, BSSW Program
Wendy DuCassé, DSW……..Director Field Education
Jasmine Maloney, B.S…….. Program Coordinator
Kate O'Brien, M.S. ……..Academic Advisor, Sr.
Ryan Wittekiend, M.S……..Academic Advisor
Shelby Tarkington, B.A……..Administrative Assistant

Bachelors of Science in Social Work (BSSW) Program Contact Information

Last Name	First Name	Title	Phone	E-mail
Birkenmaier	Julie	Professor	314-977-3323	julie.birkenmaier@slu.edu
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Cooper-Sadlo	Shannon	Clinical Professor; Associate Dean for Academic Affairs	314-977-2726	shannon.coopersadlo@slu.edu
Crowe	Rachel	Assistant Professor	314-977-3359	rachel.crowe@slu.edu
DuCassé	Wendy	Field Director	314-977-2753	wendy.ducasse@slu.edu
Fearn	Noelle	Dean– School of Social Work	314-977-2895	noelle.fearn@slu.edu
Helton	Jesse	Associate Professor	314-977-2735	jesse.helton@slu.edu
Maloney	Jasmine	Program Coordinator	314-977-2712	jasmine.maloney@slu.edu
Morrison	Maria	Assistant Professor	314-977-2745	maria.morrison@slu.edu
Murugan	Vithya	Associate Professor; Program Director BSSW Program	314-977-2737	vithya.murugan@slu.edu
O'Brien	Kate	Academic Advisor	314-977-3934	kate.obrien@slu.edu
Tyuse	Sabrina	Associate Professor	314-977-2192	sabrina.tyuse@slu.edu
Wittekiend	Ryan	Academic Advisor	314-977-3940	ryan.wittekiend@slu.edu

Admissions & Academics

The following policies and procedures have been adopted by the School of Social Work's BSSW Program and are meant to reflect the rights and responsibilities of students, faculty, and staff. While the following is the best reflection of policy as it currently exists, the faculty and administration of the School reserve the right to modify any policy through the appropriate channels. This flexibility is meant to maintain the school's student-focused mission and provide the necessary means to preserve the integrity of our learning environment.

BSSW Program Admissions

The BSSW Program uses the university admissions criteria for incoming freshmen and inter-university transfer students who identify social work as their intended major in the regular admissions process as the criteria for admission to the BSSW Program. The University requirements include a solid academic performance in college preparatory coursework as a primary consideration and a personal essay. Students transferring from within the University declare that they are social work majors by completing the Major Application Form, and a minimum 2.0 college GPA is required for acceptance into the program. As part of the admissions process the Office of Admissions and the BSSW Program Director evaluate the student's transcript to determine what previous academic work will be accepted toward completing the BSSW degree. Academic credit is not granted toward the degree for prior work or life experiences.

Accelerated BSSW/MSW Program Policies & Procedures

BSSW students interested in pursuing their MSW degree at Saint Louis University can complete their BSSW and MSW degrees in at least five years. Students select a concentration in the MSW program in the Spring semester of their junior year in one of three areas: Clinical, Community and Organizations, and Applied Behavior Analysis. BSSW students who receive a grade of "B" or better in their undergraduate social work courses receive up to 18 credits of graduate credit, known as "advanced standing," for those courses. Students with a minimum overall GPA of 3.0 and B's or better in their social work courses must notify Rachel Crowe (Assistant Professor, field liaison) of their interest in the Accelerated MSW Program by the Spring semester of the junior year. Upon this, eligible students will be opted-in/provisionally and conditionally accepted into the MSW program and can take up to 12 graduate credits (4 courses) during their senior year. After graduating with a BSSW degree and meeting the admissions requirements of the MSW program, students can begin the MSW program during the summer or fall following their May graduation. The MSW program can be completed within two semesters (Fall and Spring) or three semesters (Summer, Fall, and Spring; or Fall, Spring, and Summer). Students considering this option must attend the information session held in the fall semester and carefully plan their schedules with their academic advisor and BSSW Program Director.

Academic Integrity Expectations and Policy

The School of Social Work's BSSW Program

The following is a statement of minimum standards for student academic integrity at Saint Louis University.

The University is a community of learning, whose effectiveness requires an environment of mutual trust and integrity, as expected at a Jesuit, Catholic institution. As members of this community, students, faculty, and staff members share the responsibility to maintain this environment. Academic dishonesty violates it. Although not all forms of academic dishonesty can be listed here, it can be said in general that soliciting, receiving, or providing any unauthorized assistance in the completion of any work submitted toward academic credit is dishonest. It violates the mutual trust between faculty and students, undermines the validity of the University's evaluation of students, and takes unfair advantage of fellow students. Further, it is the responsibility of any student who observes such dishonest conduct to call it to the attention of a faculty member or administrator.

> Examples of academic dishonesty would be copying from another student, copying from a book or class notes during a closed-book exam, submitting materials authored by or editorially revised by another person but presented as the student's own work, copying a passage or text directly from a published source without appropriately citing or recognizing that source, taking a test or doing an assignment or other academic work for another student, tampering with another student's work, securing or supplying in advance a copy of an examination without the knowledge or consent of the instructor, colluding with another student or students to engage in an act of academic dishonesty, and making unauthorized use of technological devices in the completion of assignments or exams.
>
> Where there is a clear indication of such dishonesty, a faculty member or administrator is responsible for applying appropriate sanctions. Investigations of violations will be conducted in accordance with the standards and procedures of the school or college through which the course is offered. Recommendations of sanctions to be imposed will be made to the dean of the school or college in which the student is enrolled. Possible sanctions for violating academic integrity include, but are not limited to, disciplinary probation, suspension, and dismissal from the University.

Any clear violation of academic integrity will be met with sanctions. In a case of dishonesty within a course, the instructor may assign an appropriate grade and refer the matter to the Program Director, who will determine whether additional action is needed. If the Program Director determines that further sanctions are warranted, the Dean will refer the matter to the appropriate body identified in the School of Social Work's by-laws, which will deal with the matter under the provisions of the Professional Probation and Dismissal Policy. Students are referred to the BSSW and MSW student handbooks for a complete presentation of the School's Academic Integrity policy.

Academic Records

Confidentiality of Student Records

The BSSW Program in the School of Social Work believes that student records, both academic and personal, are confidential to the student and the institution. Because of the professional and legal responsibilities involved, record keeping is delegated only to responsible persons who realize the confidential nature of such records. All students shall have the right of privacy regarding their records afforded to them by the Family Education Rights and Privacy Act of 1974.

In keeping with these standards:

Official transcripts are kept only in the Office of the University Registrar, and only this office releases them when the student formally requests them. The academic record kept in the School of Social Work is never released outside the University.

1. Medical records are preserved in the appropriate office in the Student Health and Counseling Center and are interpreted only by a member of the health care professions.
2. Counseling records (or summary statements) are not released without the explicit consent of the student. This includes any disciplinary action taken while in the University, psychological counseling, emotional issues, etc.
3. Financial records exist in the Offices of Undergraduate Admission, and Student Financial Services. The School of Social Work keeps no official record of financial aid and considers such information as strictly confidential between the student and the University.

Use of Records Within the School of Social Work

1. BSSW Program staff and faculty members with a legitimate educational interest have access to student records through the Director of Undergraduate Programs.
2. Requests for student information directed to the School will be answered by form letter giving only the facts of public knowledge, which are defined as facts of attendance, dates of attendance, and the date of graduation if a degree was conferred.
3. Students' names, dates of attendance, degrees, honors conferred and other information which appeared in a newspaper or publication are considered public information and thus, may be confirmed upon request.

Academic and Professional Expectations

The BSSW Program has high expectations that are required of all BSSW students who are developing as professionals. Students are expected to maintain positive and constructive interpersonal communications and relationships with faculty, students, staff, and the community. Students are expected to positively contribute to the academic learning environment within the classroom, school, and community. This includes respecting diversity and not participating in any form of discriminatory action. Conducting oneself

with integrity and respectfully resolving conflict demonstrates academic and professional competence.

In addition, a policy on Professional Expectations is included on every BSSW course syllabus. The policy is as follows:

Academic Expectations

Academic expectations include successfully completing all assignments in the courses and meeting all course requirements for the BSSW degree. Successful completion is defined as maintaining the necessary grades and GPA for the BSSW degree, adhering to the professional expectations discussed above, or violating any aspect of academic integrity – as detailed in another section of this handbook.

Professional Expectations

Students will treat their classroom obligations as they should treat any serious professional engagement. This includes:

- Communicating with faculty and classmates (specifically around group and partner based projects in a timely manner; this includes responding to emails (24-48 hours is an appropriate response time).
- Preparing thoroughly for each session by instructor's request.
- Arriving promptly and remaining until the end of each class meeting.
- Participating fully and constructively in all classroom activities and discussions.
- Displaying appropriate courtesy to all involved in the class sessions. Courteous behavior specifically entails communicating in a manner that respects and is sensitive to cultural, religious, sexual, and other individual differences in the SLU community.
- Adhering to deadlines and timetables established by the instructor.
- Submitting original papers written specifically for each course. The The same paper may not be submitted in more than one course. Students are allowed to use previously cited literature when writing a paper.
- Providing constructive and courteous feedback to faculty members regarding their performance. Students should be as objective in their comments about instructors as they expect instructors to be in their evaluations of students.

Academic Advising

Upon entry to the BSSW Program, all students are assigned to a School of Social Work faculty mentor and an Academic Advisor who will work with them during their academic careers at Saint Louis University. Students must have contact with their faculty mentor each semester and meet with their academic advisor at least once a semester. Academic Advisors are in the Office of Undergraduate Programs in Tegeler 300 West. Students can make appointments with their Academic Advisors using SLU Appointments, which can be found in MySLU under the "Tools" menu.

The social work faculty mentor will actively participate in the student's professional decision-making process, explore career goals, program choices, and curriculum planning,

and recommend courses of study and experiences that would be advantageous for the student post-graduation. The academic advisor will aid students with developmental transitions, plan and approve course registration, clarify the program/curriculum requirements, monitor the student's academic progress, and refer students to resources for academic and support services on campus.

Accommodations for Students with Disabilities

Students with a documented disability who wish to request academic accommodations must contact Disability Services to discuss accommodation requests and eligibility requirements. Once successfully registered, the student must notify the course instructor that they wish to access accommodations in the course. Please contact Disability Services, located within the Student Success Center, at Disability_services@slu.edu or 314.977.3484 to schedule an appointment. Confidentiality will be observed in all inquiries. Once approved, information about the student's eligibility for academic accommodations will be shared with course instructors via email from Disability Services and viewed within Banner via the instructor's course roster. Note: Students who do not have a documented disability but who think they may have one are encouraged to contact Disability Services.

Class Attendance

Attendance is an essential component of this course as it contributes significantly to your learning experience and academic success. As such, the following attendance policy will be enforced:

1. **Attendance Requirement**: Attendance is mandatory for all class sessions. Students are expected to attend every scheduled class unless they have a valid excuse, as outlined below.
2. **Excused Absences**: Excused absences will be granted for documented medical reasons, family emergencies, official university events, or other circumstances deemed valid by the instructor. It is the student's responsibility to provide appropriate documentation for excused absences within a reasonable timeframe.
3. **Notification of Absences**: If you cannot attend class due to unforeseen circumstances, notify the instructor immediately. Failure to do so may result in the absence being considered unexcused.
4. **Unexcused Absences**: Unexcused absences will negatively impact your participation grade for the course. Excessive unexcused absences may result in additional penalties, including grade deductions, failing the course, or ineligibility for makeup assignments or exams.
5. **Late Arrival/Early Departure**: Arriving late to class or leaving early without prior permission from the instructor may be considered a partial absence and could affect your attendance record.
6. **Makeup Work**: In the event of an excused absence, you will be responsible for completing any missed assignments or assessments within a reasonable timeframe as determined by the instructor.

7. **Policy Enforcement**: This attendance policy will be enforced consistently and fairly throughout the semester. The instructor may make exceptions in extenuating circumstances.
8. **Modification of Policy**: The instructor reserves the right to modify the attendance policy if necessary. Any changes will be communicated to the class promptly.

Students with absences of 20% or more, **whether excused or not**, will fail the course. For a 16-week course, with 2 in-person classes per week, that is 6.5 classes.

Course Evaluation
Students complete a summative evaluation of each BSSW Program course. Teaching methodology and effectiveness are also evaluated.

Dean's List

Full-time undergraduate students in the BSSW Program who earn a GPA of 3.7 in a given semester will be named to the Dean's List. Each student will receive a letter of recognition from the Dean.

General Elective Courses

In addition to Required Major Courses and Major Electives, students may take General Elective courses to fill the remaining credit hours needed to complete the degree (120 total credit hours). General Elective courses can be fulfilled by any course that carries credit hours and is graded. This includes SLU courses offered by other Colleges and departments, transfer courses, study abroad courses, and ROTC courses. Other SLU Colleges may or may not accept ROTC courses toward degree completion. Students with double majors should consult with advisors from each degree program to ensure all requirements are met for degree conferral.

Grading

The following grading scale applies to all BSSW Program students in the School of Social Work:

A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D	1.0
F	0.0

In addition, students are required to earn the following:

- Minimum grade of "C" in all social work courses, counting toward the minimum total of 120 hours required for graduation.

They were appealing a Grade. If a student questions or disagrees with a grade they received, the student should first contact the faculty member who assigned the grade. A student wishing to appeal a grade in a social work course should refer to the Procedures for Students.
Initiated Grievances, as described in this handbook. Appeal beyond this is to the Program Director, Associate Dean for Academic Affairs, and the Dean of the School of Social Work.

Policy on Style for Citation and Plagiarism

The two essential purposes of citation are to 1) give appropriate credit to the authors of information, research findings, and/or ideas (and avoid plagiarism) and 2) facilitate reader access to the sources you use in your research.

Quotations: When directly quoting an outside source, the borrowed text, regardless of the amount, must be surrounded by quotation marks or block quotes. Quoted text over two lines in length should be single-spaced and indented beyond the normal margins. Every quote must include a source—the author, title, volume, page numbers, etc.—whether an internal reference, footnote, or endnote is used with a bibliography page.

Paraphrasing or citing an idea: When summarizing an outside source in your own words or citing another person's ideas, quotation marks are unnecessary, but the source must be included.

Plagiarism is a serious violation of the School of Social Work's academic honesty policy. If a student plagiarizes others' material or ideas, including using artificial intelligence (AI), he or she may receive an "F" in the course. The faculty member may also recommend further sanctions to the Dean, per the School's disciplinary action policy.

Generally speaking, the three keys of acceptable citation practice are 1) thoroughness, 2) accuracy, and 3) consistency. In other words, be sure to cite all sources used (thoroughness) fully, be accurate in the citation information provided, and be consistent in the citation style you adopt. All references should include the following elements: 1) last names along with first and middle initials; 2) full title of reference; 3) name of journal or book; 4) publication city, publisher, volume, and date; and 5) page numbers referenced. When citing information from the Internet, include the WWW address at the end, with the "access date" (i.e., when you obtained the information), just as you would list the document number and date for all public documents. When citing ideas or words from an individual that are not published, you can write "personal communication" along with the person's name and date of communication. The School of Social Work uses the American Psychological Association Style Manual, 6th edition, 2009 (APA, 2009).

All students enrolled in courses in the School of Social Work are expected to abide by Saint Louis University's Policy on Academic Integrity and Ethics. Violating Academic Integrity expectations and the Honor Code Pledge may result in severe consequences/penalties, including expulsion.

Prerequisites

Progression from one course to another is contingent upon completing each prerequisite course (see below). Courses not listed do not have a prerequisite.

BS in Social Work

Social Work Course	*Prerequisite*
SWRK 3600: Financial Capability and Asset Building Practice SWRK 3600-01	Junior or senior standing or permission of the instructor
SWRK 4100: Social Work Practicum I	At least one practice course (SWRK 3300, 3400, or 3500). SWRK 4150 is a co-requisite.
SWRK 4200: Social Work Practicum II	SWRK 4100: Social Work Practicum I SWRK 4250 is a co-requisite.
SWRK 4250: Integrative Practice Seminar II	SWRK 4150: Integrative Practice Seminar I

Procedures for Student Initiated Grievance

Any student enrolled in a School of Social Work course and/or degree program may submit a written grievance to the Associate Dean for Academic Affairs and the Dean of the School of Social Work. A "grievance" is defined as a formal inquiry or complaint requesting a review related to a school policy or procedure or a situation where the student thinks that they were treated unfairly or unprofessionally by a faculty or staff member. Students are first encouraged to resolve any conflicts with the specific faculty or staff member. Overall program policy grievances will be written and submitted to the Associate Dean for Academic Affairs in the School of Social Work. The Associate Dean will forward the grievance for review to the BSSW Program Director and the Dean of the School of Social Work.

The BSSW Program Director and the Associate Dean for Academic Affairs will meet with the student(s) to discuss possible ways to address the situation and/or to inform the need for a written grievance. Once the Director or Associate Dean receives and reviews the written grievance, the Director will convene with the student(s) within five working days. Following consideration and review, the committee shall forward a written recommendation on action to the Director of the BSSW Program and the Associate Dean for Academic Affairs of the School of Social Work or Dean for action. Within an additional five working days, the student shall have a response to their grievance.

Probation & Dismissal

Academic probation and program dismissal policies described here are for the BSSW Program in the School of Social Work; for University probation and dismissal, please refer to the University Catalog.

Students in the BSSW Program must maintain a cumulative grade point average (GPA) of 2.0. A student who fails to meet the required GPA may be placed on probationary status for the following two semesters to provide the opportunity to:

1. Meet the required minimum GPA and
2. Show evidence of the capacity to complete a Bachelor of Science degree in Social

Work successfully.

While on academic probation, a student may take no more than 15 hours of coursework. The kinds of courses that may be taken while on probation can also be limited by the BSSW Program Director. The sanction of probationary status is invoked for at least one full-time semester and not more than two full-time semesters. The BSSW Program Director will give students on academic probation written notification of their status. Probationary letters remain in the student's academic file.

Program Dismissal

Students are subject to dismissal from the BSSW Program in the School of Social Work for academic or professional reasons under the following conditions:

1. Failure to attain a cumulative grade point average of at least 2.0 after two consecutive semesters on academic probation.
2. Being placed on academic probation for a third consecutive semester.
3. Incurring a grade less than "C" in more than one required social work course.
4. Consistently exhibiting behavior considered unacceptable for social work.

The Dean of the School of Social Work and the BSSW Program Director will write to the student to convey the program dismissal.

Students dismissed from the BSSW Program may apply for transfer to another school within the University. The student must complete an Application for Intra-University Transfer form with their advisor.

Appeals Process for BSSW Program Dismissal

Students who wish to appeal their dismissal from the BSSW Program should convey the appeal in writing to the Associate Dean for Academic Affairs of the School of Social Work. The School's Associate Dean will research, make appropriate inquiries, and review all related student/program documentation. If a satisfactory outcome is not reached, the student may then convey an appeal to the Dean of the School. The Dean will make the final decision, and it is not appealable. The School of Social Work will be consistent with the dismissal procedures of the University.

Adding a Course

Students may add a course through BANNER Self-Service anytime during registration through the first week of the semester. When adding a course after the first week of class, students should seek approval from the instructor.

Dropping a Course

Students may drop a course only during the time period designated by the University. Students may complete the drop process through BANNER Self-Service at any time during the registration period through the first week of the semester. After the first week in the semester until the last day to drop a course, students must obtain a Change of Registration Form from their academic advisor, receive appropriate signatures, and take the completed form to the Office of the Registrar. If a course is dropped without following the proper procedure, a course grade of "AF" will be assigned. A grade of "AF" is calculated into the grade point average as an "F."

Before each pre-registration period, students should contact their Social Work faculty mentor to discuss career planning and meet with their Academic Advisor to review their academic progress and program plan. Following these two appointments, the Academic Advisor will give the student their Registration Pin#, enabling them to self-register online through BANNER Self-Service. Detailed directions for online registration are available in the Schedule of Classes: https://www.slu.edu/registrar/register/index.php or the Office of the Registrar at 314- 977-2269.

Failure to Register

Students who fail to register for courses for two consecutive semesters must reapply through the Office of Undergraduate Admissions. When readmission, they must meet the application and curriculum requirements.

Incomplete Courses

Students may request a temporary grade of "INCOMPLETE (I)" if they cannot complete all coursework before the final day of class due to extraordinary circumstances. The request for a mark of "Incomplete" must be initiated by the student, and it may not be requested to avoid an unsatisfactory grade. University policy stipulates that the student and the instructor agree in writing to the conditions for clearing the Incomplete from the student's transcripts. If the Incomplete was assigned to a prerequisite course, it must be removed by the end of the first week of the course for which it is required. A mark of Incomplete must be cleared within one year after taking the course. University policy requires that marks of Incomplete are converted to an "F" after one year.

Permission to Take Courses at Other Colleges or Universities

Under exceptional circumstances, students may fulfill some course requirements at another college or university while attending Saint Louis University.
Students who wish to take courses outside the University should first go to the Office of the University Registrar website and click the "Transfer Course Articulation" link. They should then check the website to see if the course has been previously approved for articulation with the University or if they must submit a new petition to review it.

Students complete the "—Petition for Undergraduate Off-Campus Summer Enrollment," following the directions on the form. They are strongly encouraged to work with the advisors during this process. Students wishing to study abroad will work with the Study Abroad Office to complete a similar process.

A minimum grade of C (2.0) is required for any course to be accepted for transfer. The transferred course is not calculated using the Saint Louis University grade point average. No more than 64 credit hours from a community college can be applied toward the baccalaureate degree. There is no limit on the acceptable number of credit hours from an accredited 4-year institution. Still, to meet the University residency requirement, the last 30 credits of coursework must be completed at SLU to earn a degree.

Transcripts of the course(s) must be requested immediately after completion. An official transcript must be sent directly from the Registrar of the other college or university to the Office of the Registrar at Saint Louis University. Transcripts issued to the student can be submitted to the Registrar as long as they are in a University-sealed envelope.

Title IX Syllabus Statement

Saint Louis University and its faculty are committed to supporting our students and seeking an environment free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g., sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX coordinator, Anna R. Kratky (DuBourg Hall, room 36; akratky@slu.edu; 314-977-3886) and share the basic facts of your experience with her. The Title IX coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK. To view SLU's sexual misconduct policy and for resources, please visit the following web address:
https://www.slu.edu/general-counsel/institutional-equity-diversity/.

University Policies, Procedures, and Resources

Information regarding all University policies, procedures, and recourses can be found in the Saint Louis University student handbook and on SLU's website (including vital information on the university environment and academic, behavioral, and community expectations for all students). Copies of the University's student handbook are available online at https://www.slu.edu/life-at-slu/community-standards/student-handbook.php Students must know and adhere to all university policies.

Graduation

Degree Application

The semester calendar notes the deadline for applying for a degree on the next graduation date. Application is made according to the direction of the Office of the University Registrar through the Banner Self-Service online application system. Students also complete a graduation survey as part of the application process. Graduation dates for the University are in December, May, and August.

A student graduating in December of a given year may walk in the May ceremony before or after the student's January graduation. If the student wants to walk in the May ceremony before their official graduation, a petition must be made to the Director of Undergraduate Programs in the preceding December. The Director will determine whether the student is likely to graduate by December and will base permission to walk on an assessment of such.

Graduation Requirements

Graduation requirements are as follows:

- Minimum of 120 credit hours
- Cumulative GPA of at least 2.0
- Minimum grade of "C" in all Social Work Major courses counting toward the total 120 hours
- Completion of all program requirements
- Last 30 credit hours in residence

Formal applications for degrees must be made before the posted deadline. A diploma will not be issued unless an application is submitted (see above).

Graduation with Latin Honors

The cumulative grade point average for honors is based only on coursework at Saint Louis University. Graduation honors will be awarded as follows:

- Cum laude – GPA of 3.500-3.699
- Magna cum laude – GPA of 3.7-3.899
- Summa cum laude – GPA of 3.900-4.00

Students receiving a first baccalaureate degree must have completed 54 semester hours in

residence at Saint Louis University to be eligible to graduate with honors. A student with a baccalaureate degree from another institution may be awarded a second baccalaureate degree with honors if at least 48 credit hours are earned at Saint Louis University.

Degree Conferral

Degree conferral occurs at the end of each term (each May, August, and December) in the semester a student completes all necessary degree program requirements. Additionally, there are mid-term degree conferral dates each fall and spring and several summer term degree conferral dates. The degree is not awarded until the BSSW Program has verified that all degree requirements are satisfied, regardless of when the student "walks" in the Commencement Ceremonies. The BSSW Program and the Office of the Registrar require time for administrative processing after the date final grades are posted to review transcripts and confer degrees. If it is found that a student has not fulfilled the degree requirements (e.g., by dropping a needed course, failing to complete 120 credit hours, or earning a grade below the necessary threshold), the student will need to complete the requirement and reapply for graduation in a subsequent semester. Students are strongly encouraged to communicate with their academic advisors to identify issues early and resolve them well before graduation.

Communication

Canvas

Students are responsible for using Canvas as often as each class demands and for ensuring that the settings within Canvas allow messages from instructors to reach them in a timely fashion.

Bulletin Boards

General student announcements are posted on the School of Social Work website.

Catalog

Information regarding University policies and programs is found in the Saint Louis University catalog. Copies of the catalog are available on the Internet.

Cell Phones

Cell phones must be turned off or to vibrate during classes (per Instructor policies), lectures, presentations, meetings, and appointments. Anyone who accepts a call is expected to leave the room before beginning a conversation.

E-Mail

E-mail is the School's primary means of communication with students. When students register for classes, they are automatically assigned a University email address. All University communications will be sent to their SLU email account only.

Students who already have a personal email address have the option of keeping it, but students' SLU email accounts must be forwarded to personal email addresses. For information on forwarding SLU accounts, contact the ITS office at 314-977-4000 or refer to the instructions provided at Orientation.

For efficiency purposes, students should include their Banner identification number in cases where they anticipate that the receiver will need to access information electronically to assist.

Phi Alpha Honor Society

The purpose of the Phi Alpha Honor Society is to provide a closer bond among social work students and promote humanitarian goals and ideas. Phi Alpha fosters high education standards for social workers and invites those who have attained excellence in scholarship and achievement in social work into membership. Eligible students are invited to join Phi Alpha in the fall and spring semesters.

Student Government Association (SGA)

A single Senator on the Student Government Association represents undergraduate students within the School. This individual is responsible for most communication regarding student life.

SGA elections are held every February. A school-wide vote organized by the SGA will elect the Senator. Students interested in filling this role should contact SGA at 314-977-2810 or sga@slu.edu.

Social Work Association (SWA)

The Social Work Association meets periodically during the academic year. Meetings are called by the President or the Faculty advisor appointed by the Dean of the School of Social Work. The Social Work Association exists for and through the baccalaureate students in the School of Social Work. The Association serves as a liaison between the School and students by electing representatives to student/faculty bodies, informing students about school business, and providing students a voice in issues. The Association aims to unify the student body by providing opportunities for interaction.

Campus Life and Student Resources

Billiken Shuttle Service

Students, faculty, and staff can take advantage of the shuttle service that runs between the Frost and Health Sciences Center locations regularly at no charge. The shuttle also stops at the Metro Link Station on Grand Avenue. Schedules can be obtained at the University's website: www.slu.edu/services/transportation/billiken.

Bookstores

The Saint Louis University Barnes & Noble Bookstore is in Busch Student Center. It stocks required texts for the School of Social Work and the College for Public Health & Social Justice courses and can order other books students may need.

Career Services

BSSW students are encouraged to contact Meg Hung, our Career Development Specialist (314-977-2168), with any questions about career development, career counseling, and career referral services. SLU's Career Services offers many services to students and alums, including individual appointments to develop career plans, help with job seeking, review of resumes and cover letters, and Handshake, an online career database of job postings.

Computer Labs

Students have access to computers in the student area on the 1st floor of the Salus Center Room 1412B and on the second floor of Tegeler Hall. Students have access to the Internet and several search databases including OVID, a program linked to the University of Missouri Medical library, which allows students to view articles and journals from databases such as Medline. The Student Tech Service Desks are in the Pius Library, First Floor, 314-977-2522, and the Salus Center, Room 202, 314-977-7290.

Fitness & Recreation Facilities

The lower level of the Salus Center offers a fitness and exercise center. The Simon Recreation Center on Laclede offers a full spectrum of facilities and equipment for swimming, exercise, and court sports. Lounge and vending areas are also available. Student membership is free.

Libraries

Books and materials from the libraries are obtained by showing a valid SLU ID. The primary University collection is in the Pius XII Memorial Library on Lindell. The University libraries participate in regional inter-library loan programs and the Center for Research Libraries that provide 3 million volumes for loan through participating institutions. Information on these services can be obtained from any librarian. Students can also access the St. Louis Public Library and several private collegiate libraries in the community. The

School of Social Work librarian is Rebecca Hyde. Ms. Hyde can assist with reference services, literature searches, research projects, and identifying resources. Ms. Hyde can be reached during office hours at (314) 977-3205, rebecca.hyde@slu.edu, Pius Library, Room 320-5.

MySLU

Students should check MySLU (myslu.slu.edu) to verify their most up-to-date personal SLU student information, Scholarship/Financial Aid awards, registration status, grades, and Bursar student account record.

Public Safety

The University's uniformed security officers provide a free escort service to students' cars upon request. The phone number for the Department of Public Safety (DPS) is 314-977-3000. Most of the campus parking lots have well-marked outdoor telephones with direct lines to DPS. The DPS Escort Service is available to all SLU students, faculty, staff, and visitors from the Grand Ave Metro Link Station. The "SLU Escort Telephone" is located on the east wall of the lower-level platform. Saint Louis University is dedicated to creating a campus environment that is as safe and secure as reasonably possible. As required by the Jeanne Clery Act, a campus security report is published annually. This report details the policies and procedures of Saint Louis University to deter, report, and respond to campus-related emergencies and crime, summarizes crime statistics, and highlights programs to educate the University community about safety and security. A copy of this report is available on- line at https://www.slu.edu/about/safety/clery-information.php or in hard copy in the Department of Public Safety, Wool Center, Rm. 114, 3545 Lindell Blvd., St. Louis, MO 63103-2097.

SLU ID Cards

Saint Louis University policy requires all students always to display photo identification. SLU ID Cards may be obtained at Parking and Card Services in Wool Center, Suite 130 or the Caroline Building Room C008. Students will have this University photo ID that can be adapted for regular wear by using a plastic holder. Public Safety officials will challenge any and all individuals in the complex who do not display one of the acceptable forms of identification. The SLU ID Cards will be necessary to gain access to the Salus Center at any point in time and may be necessary to gain access to Tegeler Hall after hours and weekends.

Student Lounge

A student lounge is located on the first floor of Tegeler Hall (across from Carlo Auditorium). It provides a relaxed, comfortable atmosphere and a quiet place for students to take a breather between classes, have a snack, or hold small student meetings. Equipped with lounge chairs, dining tables and chairs, vending machines, microwave oven, and refrigerator, the lounge is available anytime during the regular school hours.

Student Success Center

In recognition that people learn in various ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. The Student Success Center assists students with academic and career-related services and is located in the Busch Student Center (Suite 331) and the School of Nursing (Suite 114). Students can visit https://www.slu.edu/life-at-slu/student-success-center/index.php to learn more about:

- Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.
- University-level support (e.g., tutoring services, university writing services, disability services, academic coaching, career services, and/or facets of curriculum planning).

Core curriculum and required courses

University Core: *32 credits*	***Major Courses:*** *42 credits, minimum grade = C* ***If planning on the accelerated program, MSW-level courses will fill Social Work Major elective.** ***These courses will count towards the University Core requirements.* **Minimum of 42 credits & cumulative GPA of at least 2.0 to graduate and/or remain in good standing with the program.**
General Electives: ***46 credits***	**Social Work Courses that count towards University Core requirements** *Equity and Global Identities: Identities in Context* SWRK 3200 *Equity and Global Identities: Dignity, Ethics and a Just Society* SWRK 1000 SWRK 3100 *Ways of Thinking: Social and Behavioral Sciences* SWRK 2300 SWRK 3700

Core Curriculum Explanations

The essential purpose of Saint Louis University's School of Social Work Bachelor of Science in Social Work (BSSW) Program is to prepare undergraduate students for beginning professional social work practice. The BSSW degree provides students with generalist practice skills and an educational foundation for those wishing to pursue graduate education in social work or other graduate programs.

To develop a commitment to social justice, the program's core courses address the special practice issues of working with diverse and oppressed populations. As indicated, the BSSW Program consists of 120 credit hours of classroom and practicum courses.

Typical plan of study in the BSSW Program

Bachelor of Science in Social Work

The following is intended as a model for students to develop a program that will satisfy degree requirements and meet their individual needs and interests. Other plans for completing degree requirements are possible.

Catalog Roadmap Template for the University Undergraduate Core

Course Subject and Title	Cr	Important Notes
Semester **One**		
CORE 1000 Ignite Seminar	2	**Must** be taken in **first 36 credit hours** at SLU / Cannot carry attributes
CORE 1500 Cura Personalis I: Self in Community	1	**Must** be taken in **first 36 credit hours** at SLU / Cannot carry attributes / Must be taken at SLU
CORE 1900 Eloquentia Perfecta: Written and Visual Communication Or Semester Two	3	Should be taken in **first 36 credit** hours at SLU / Cannot carry attributes
Required Program Courses **SWRK 1000: Introduction to Social Work**	3	
General Electives (optional, to total 15-18 credits)	#	
Semester Two		
CORE 3200 Ways of Thinking: Quantitative Reasoning Or University Undergraduate Core Course Or Semester One or Three	3	Should be taken in the **first 45 credit hours** at SLU
CORE 1600 Ultimate Questions Theology Or University Undergraduate Core Course	3	Pre- or Co-Req: CORE 1500
Required Program Courses (optional)	#	
General Electives (optional, to total 15-18 credits)	#	
Semester Three		
CORE 1200 Eloquentia Perfecta: Oral and Visual Communication Or Semester One, Two or Four	3	Should be taken in **first 60 credit hours** at SLU / Cannot carry attributes
CORE 1700 Ultimate Questions Philosophy Or University Undergraduate Core Course	3	Pre- or Co-Req: CORE 1500
Required Program Courses	3	

SWRK 2300 Human Behavior and the Social Environment		
General Electives (optional, to total 15-18 credits)	#	
Semester Four		
CORE 3800 Ways of Thinking: Natural and Applied Sciences Or University Undergraduate Core Course	3	taken any time
CORE 2500 Cura Personalis 2: Self in Contemplation	0	Pre- or Co-Req: CORE 1500 / Cannot carry attributes
Required Program Courses: optional	#	
General Electives (optional, to total 15-18 credits)	#	
Semester Five		
CORE 2800 Eloquentia Perfecta: Creative Expression Or University Undergraduate Core Course	2	taken any time
CORE 3400 Ways of Thinking: Aesthetics, History, and Culture Or University Undergraduate Core Course	3	taken any time
Required Program Courses : **SWRK 3200: Dismantling Oppression: Exploring Equity and Inclusion** **SWRK 3300: Social Work Practice with Individuals** **SWRK 3600: Financial Education, Literacy and Capability Practice**	9	
General Electives (optional, to total 15-18 credits)	#	
Semester Six		
CORE 3600 Ways of Thinking: Social and Behavioral Sciences Or University Undergraduate Core Course	3	taken any time
CORE 4000 Collaborative Inquiry Or Semester Five, Seven, or Eight	2	Pre-req: 60 earned credits, including CORE 1000, CORE 1500, and a minimum of 17 additional Core credit hours (total of 21 Core credits)
Required Program Courses : **SWRK 3100: Social Policy for Social Justice** **SWRK 3350: Social Work Practice with Groups** **SWRK 3700: Research Methods for a Diverse Society**	9	
General Electives (optional, to total 15-18 credits)	#	

Semester Seven		
CORE 3500 Cura Personalis 3: Self in the World Or Semester Eight	1	Pre-Req: CORE 1500, CORE 2500, CORE 1900 / Pre- or Co-req: CORE 1200 / May be added to a capstone for the major / Cannot carry attributes
Required Program: **SWRK 3440: Social Work Practice with Families** **SWRK 4100: Social Work Practicum** **SWRK 4150: Integrative Practice Seminar I**	9	
General Electives (optional, to total 15-18 credits)	#	
Semester Eight		
Required Program Courses : **SWRK 3500: Social Work Practice with Organizations and Communities** **SWRK 4200: Social Work Practicum II** **SWRK 4250: Integrative Practice Seminar II**	9	
General Electives (optional, to total 15-18 credits)	#	

Typical plan of study for a minor social work

The following is intended as a model for a student's development of a program that will satisfy degree requirements for a minor in social work and meet their individual needs and interests.

Requirements:

Requirements:

(minimum 18 credit hours)

- SWRK 1000 Introduction to Social Work (3) **Spring/Fall**
- SWRK 2300 Human Behavior & the Social Environment (3) **Spring/Fall**
- SWRK 3300 Social Work Practice with Individuals (3) **Fall**

Select any three of the following:

- SWRK 3100 Social Policy for Social Justice (3) **Spring**
- SWRK 3200 Dismantling Oppression: Exploring Equity and Inclusion (3) **Fall**
- SWRK 3350 Social Work Practice with Groups (3) **Fall**
- SWRK 2440 Social Work Practice with Families (3) **Spring**
- SWRK 3500 Social Work Practice with Organizations and Communities (3) **Spring**
- SWRK 3700 Research Methods for a Diverse Society (3) **Spring**
- ABA 3010 Introduction to Applied Behavior Analysis (3) **Spring**
- CCJ 3600 Mental Health & Crime (3) **Fall**

Social Work courses

SWRK 1000 Introduction to Social Work (3)
This course introduces the core competencies required for social work practice and social work and social welfare as preparation for advanced study or employment in social work or a related human service profession. Beginning with historical developments, the course will explore societal challenges encountered in the field and techniques and resources for intervention. Generalist social work practice at the individual, family, group, organization, and community levels will be covered. Discussion will include current issues in the profession and the rewards and realities of a career in the field. Community service is required.

SWRK 2300 Human Behavior and the Social Environment: Theory (3)
Analysis and synthesis of social, psychological, and cultural theories provide insights into human behavior in a social environment and evaluate theories in terms of their potential and actual application to social work practice. This course also focuses on theories, bodies of knowledge, and perspectives that provide a multidimensional view of human growth and development from prenatal life through late adulthood. It incorporates biological, psychological, physical, cognitive, spiritual, social, cultural, structural, systems, and institutional contexts to assess continuity and change in the person-environment transactions over time. Furthermore, each perspective is analyzed in terms of its contribution to social work practice and an enhanced understanding of human diversity, empowerment, and vulnerability across the human life span.

SWRK 3100 Social Policy for Social Justice (3)
The societal context that shapes the nature of social work practice and the well-being of people is seen as the result of countless choices that constitute social policy. The study of social policy and its resultant social welfare system is therefore viewed as a study of a society's choices in satisfying human needs, pursuing social justice, and attaining human goals. This course examines social policy within the context of its historical development and its current functions within contemporary society. It introduces students to the relationship between social policy and social work practice. The course examines the substance of policy choices, the values and beliefs that underlie these choices, the political process through which the choices are made, and the potential roles of social workers in that process.

SWRK 3200 Dismantling Oppression: Exploring Equity & Inclusion (3)
Examination of the role of human diversity in social work practice. Focus is on differences and similarities in people's experiences, needs, and beliefs. It includes perspectives on discrimination and oppression based on race, gender, class, age, sexual orientation, ethnicity, mental and physical disability, and spiritual orientation. Offers a multi-dimensional, cross-cultural generalist framework. This course focuses on human diversity within and between groups and anti-oppression interventions in social work practice. The course also addresses how group membership affects access to resources, services, and opportunities and relates to risk factors for specific population groups.

SWRK 3300 Social Work Practice with Individuals (3)
This is the first of three courses in the practice sequence, in which students are introduced to the competencies relevant to generalist social work practice and oral and written communication skills. Using the individual as the client system, this course provides a foundation in skills, theories, and generalist practice methods that can be built upon in the other practice courses and will also emphasize interviewing, engagement, assessment, intervention, evaluation, and termination.

SWRK 3350 Social Work Practice with Groups (3)
Building upon the skills developed in SWRK 3300: Social Work Practice with Individuals, the focus of SWRK 3400: Social Work Practice Groups will be to expand those skills into work with groups. Specific theories and interventions associated with groups will be introduced. New skills relating to groups will be developed. This course introduces students to competencies relevant to a generalist perspective utilizing a systems framework for social work practice with groups. Core knowledge of values and skills related to assessment, intervention, evaluation, and termination, emphasizing establishing professional relationships characterized by mutuality, collaboration, and respect, is provided. Ethical and value dimensions and social justice concerns that may emerge in social work practice with groups are highlighted throughout the course.

SWRK 3440 Social Work Practice with Families (3)
Building upon the skills developed in SWRK 3300: Social Work Practice with Individuals, the focus of SWRK 3400: Social Work Practice with Families will be to expand those skills into work with families. Specific theories and interventions associated with families will be introduced. New skills relating to families will be developed. This course introduces students to competencies relevant to a generalist perspective utilizing a systems framework for social work practice with families. Core knowledge of values and skills related to assessment, intervention, evaluation, and termination, emphasizing establishing professional relationships characterized by mutuality, collaboration, and respect, is provided. Ethical and value dimensions and social justice concerns that may emerge in social work practice with families are highlighted throughout the course.

SWRK 3500 Social Work Practice with Communities and Organizations (3)
This is the core organization and community practice course in social work practice. The course utilizes a generalist practice perspective on values, knowledge, and skills within a systems framework for planned change, focusing on work with populations of particular concern to social work. Groups experiencing social and economic injustices based on racial, ethnic, socio-cultural, and gender characteristics are of particular concern in this course. Students will learn skills in maintaining and influencing organizations, community organizing, and community development. This is the third of a three-course sequence in theories and methods of generalist social work practice.

SWRK 3600 Financial Capability and Asset Building Practice (3)
The course introduces financial capability and asset-building practice, including core content about economics. Financial capability and asset-building practice include content about poverty, personal household finance, financial access, and related

economic concepts. The discussion focuses on economic and financial concepts associated with individuals and families across the life cycle and communities, with particular attention to oppressed populations and communities experiencing near poverty. Social policy and policy change efforts related to these areas are also examined.

SWRK 3700 Research Methods for a Diverse Society (3)
This course is designed to provide students with the foundation research skills necessary for social work practice. Emphasis is on using methodologies to understand and apply research to social work practice.

SWRK 4150 Integrative Practice Seminar I (1)
This seminar is designed to facilitate the integration of the content of social work courses with the social work practicum and the anticipated job demands of generalist social work practice. The seminar will focus on the need for a beginning bachelor's level worker to know human behavior, practice, policy, and research related to effective generalist practice. The seminar will address social work practice challenges students face during their practicum placements and as students prepare to graduate with a degree in social work.

SWRK 4250 Integrative Practice Seminar II (1)
This seminar is designed to facilitate the integration of the content of social work courses with the social work practicum and the anticipated job demands of generalist social work practice. The seminar will focus on the need for a beginning bachelor's level worker to know human behavior, practice, policy, and research related to effective generalist practice. The seminar will address social work practice challenges students face during their practicum placements and as students prepare to graduate with a degree in social work.

SWRK 4100 Social Work Practicum I (5)
This course allows students to practice professionally with individuals, groups, and communities in various social work sites under professional supervision.

SWRK 4200 Social Work Practicum II (5)
This course continues SWRK 4100, which allows students to engage in professional practice with individuals, groups, and communities in various social work sites under professional supervision.

Independent Study SWRK 4980 (1-3)

Prerequisite: Junior or senior standing.
In-depth pursuit of a particular area of interest under the direction of a faculty member is required. Prior approval must be obtained from the undergraduate program director and a faculty member agreeing to supervise the student in the independent study.

Other requirements for an independent study:

- The study should not replicate any existing course available to a student.
- The student must find a faculty member knowledgeable in the area of interest and willing to offer the Independent Study.

The student's proposal for study must have a formal title and a full description, including:

- nature of the study
- content areas
- learning objectives
- reading list
- schedule of meetings with a faculty member
- method of evaluation
- The proposal must be in written form and signed by the student, the student's advisor, the instructor, and the Director of the BSSW program. A copy will be kept in the student's file.

The regular grading policy of the School of Social Work will apply.

Helpful Contact Information

Contact	Building	Phone Number
Saint Louis University / Office of Undergraduate Admission	DuBourg Hall, 119	1-800-758-3678 314-977-2500
Billiken Bus/Shuttle Line		314-977-RIDE
Bookstore (Barnes & Noble)	Busch Student Center	314-531-7925
Campus Ministry (**Eckelkamp Center)**	Salus Center & Wuller Hall	314-577-8967 314-977-2425
Center for Service & Community Engagement	Wuller Hall, 204	314-977-4105
Career Services (Student Success Center)	Busch Student Center 331 & School of Nursing 114	314-977-2828 314-977-8992
Department of Public Safety	Wool Center	314-977-3000
Disability Services	Busch Student Center 331 & School of Nursing 114	314-977-3484 314-977-8841
Housing and Residence Life	DuBourg Hall, 157	314-977-2811
Instructional Media Center	Pius Library	314-977-3031 or 314-977-2537
Parking and Card Services	Wool Center, Suite 103	314-977-2957
Public Safety	Wool Center, 114	314-977-2376, 314-977-3000, or 314-977-7433
Recreation Center	Simon Recreation Center	314-977-3181
Registrar	DuBourg Hall, 22	314-977-2269
Snow Line (Weather Info)		314-977-7669 (SNOW)
Student Financial Services	DuBourg Hall, 119	314-977-2350 or 1-800-758-3678
Student Tech Service Desks	Pius Library, First Floor Salus Center, Room 202	314-977-2522 314-977-7290
Undergraduate Academic Advising	Tegeler Hall, 300W	314-977-3934
Writing Services	Busch Student Center, 331	314-977-3484
Student Involvement	Busch Student Center, 319	314-977-2805
Student Health & Counseling	Marchetti Towers (East)	314-977-8255

University Academic Integrity Policy

Version: 3.0

Responsible University Official: Provost

Version Effective Date: 8/21/2024

1.0 Introduction

Saint Louis University is a community of learning in which integrity and mutual trust are vital. Since the mission of the University is "the pursuit of truth for the greater glory of God and for the service of humanity," acts of integrity are essential to its very reason for existence. They also dignify and strengthen the activities of teaching, research, health care, and community service that are its primary mission.

Since the University seeks to prepare students and instructors for lives of integrity and occupations of trust, it regards academic integrity as a matter of serious import. Academic integrity is the foundation of the academic assessment process, which in turn sustains the ability of the University to certify to the outside world the skills and attainments of its graduates. Academic integrity allows those who practice it to contribute to a just and equitable learning environment that cultivates moral character and self-respect.

This policy is grounded in a respect for each faculty member's initial evaluation of an alleged academic integrity incident, for a student's right to confidential, equitable, and timely adjudication of alleged incidents, and for the shared conviction of our college/school deans and associate deans that a university-wide academic integrity policy and process best promotes equitable and consistent application.

Students are expected to adhere to the standards of academic integrity as defined in this policy and as guided by the faculty and staff supporting their educational endeavors, thus contributing to an environment in which academic integrity is respected.

The Academic Integrity Policy detailed below sets out principles implicit in the University's ethos but that call for explicit formulation to guide its practice.

2.0 Scope

The Policy on Academic Integrity set forth here is designed to promote ethical conduct within the University community by:

- Defining the responsibilities of various members of the University community.
- Defining violations of academic integrity.
- Setting minimum standards for reporting and adjudicating (making a formal judgement/decision) violations of academic integrity.
- Establishing procedures for appeals to the Office of the Provost.
- Establishing standards and procedures for maintaining records.

Saint Louis University undergraduate and graduate students' educational experience in all modalities is governed by this Academic Affairs policy except for courses delivered by the School of Law, the School of Medicine, the Center for Advanced Dentistry Education, and the Madrid campus.

Note: Alleged violations of academic integrity in scientific research will be addressed in accordance with the Research Integrity and Compliance Program in the Office of the Vice President for Research.

3.0 Definitions

This section defines academic integrity and articulates the conduct and standards considered as having violated this policy. More than one violation may apply.

Academic integrity is the commitment to and demonstration of honest and moral behavior in an academic setting. The University and wider academic community are built on shared values and norms of behavior, including honesty, fairness, and responsibility. Applying academic integrity to one's work entails practicing honesty and fairness towards others, taking responsibility for learning, and following the conventions of scholarship. The University is responsible for awarding credit for honestly conducted work, and students are responsible for demonstrating academic integrity by practicing the following:

- Using information, text, images, and all other materials incorporated into academic work appropriately, according to copyright and privacy laws.
- Acknowledging the source of information whether taken from another person, artificial intelligence, or other technology.
- Conducting research ethically, in line with the University's regulations on human research ethics.
- Reporting research truthfully.
- Acting ethically and honestly in all academic endeavors.
- Acknowledging faculty members' intellectual properties and confirming faculty support when students conduct research, apply for assistantships and/or fellowships.

Academic Integrity Incident refers to reported student conduct that violates the academic integrity standards set forth in this policy.

Falsification is the misrepresentation of fact for academic gain.

Falsification may include, but is not limited to:

- Lying to or deceiving an instructor regarding academic work.
- Fabricating or misrepresenting documentation or the data used in completing assignments.
- Misrepresenting or altering information in the academic records of an instructor, academic or administrative department, or unit of the University unless authorized to do so.

Plagiarism is the presentation or representation of content as if the content were the student's own without proper citation. Examples include thoughts, words, or data created by another source other than the student not explicitly permitted by the instructor. This definition includes self-plagiarism as the use of material prepared for one class and submitted in another without proper citation and without permission of the current instructor.

Plagiarism may include, but is not limited to:

- Directly presenting the written, artistic, or spoken work generated or created by someone other than the student, by artificial intelligence, or by other technology without quotation marks or indented quotations and without proper citation to the source.
- Paraphrasing or incorporating the ideas, concepts, arguments, observations, images, objects, music, or statements generated or created by someone other than the student, by artificial intelligence, or by other technology without proper citation of the source.
- Presenting information from the internet, produced by artificial intelligence, or by other technology so that it appears to be the student's own work.
- Submitting as the student's own, any work that has been prepared, either entirely or in part, by another person, group, commercial firm, artificial intelligence, or by other technology without proper citation.
- Claiming research advisors' research idea as the student's own and using these ideas to apply for scholarships/assistantship/fellowships without research advisors' approval/support.

Cheating is the use of unauthorized assistance to gain an advantage over others, and/or a failure to comply with any reasonable direction or instruction of an officer, employee or agent of the University relating to the conduct of a formal examination or assessment.

Cheating may include, but is not limited to:

- Copying from another student's examination or work.
- Using assistance, notes, aids, artificial intelligence or other technology, cell phones, calculators, translation software, or internet-based applications not authorized by the instructor in taking quizzes or examinations or to complete assignments.
- Acquiring, disseminating, or using any academic form of assessment belonging to an instructor or staff member without prior approval.
- Hiring or otherwise engaging in the impersonation of another person to take a quiz or examination or in fulfilling other academic requirements.
- Asking students for solutions to assignments, exams, quizzes and then submitting these solutions as their own.

Sabotage is the disruption of or attempt to prevent the academic pursuits of others.

Sabotage may include, but is not limited to:

- Intentionally interfering with work or undermining the academic success of others in the University community to negatively impact another's academic performance.
- Modifying, stealing, or destroying academic materials including, but not limited to, computer files, library materials, artwork, personal books, and papers.
- Taking any action that negatively impacts research outcomes including, but not limited to, lab tampering, falsification of data, withholding data/findings, or destruction of research resources.

Collusion is the unauthorized collaboration in a deceitful manner with another person or persons for the purpose of giving or gaining an academic advantage in the completion of an assignment, quiz, or examination that has been restricted to individual effort. Collusion does not include receiving help from authorized University assistance.

Collusion may include, but is not limited to:

- Paraphrasing another student's assignment and submitting it as their own.
- Having another individual or group do the/an assessment task.
- Giving solutions to assignments, exams, quizzes to other students.

Concealment is the failure to report to the instructor or to call to the attention of an instructor or administrator any matter where a student knows of facts indicating a significant likelihood that a violation of this Academic Integrity Policy has been or will be committed or that an academic unit requires be reported, including the behaviors described in the definitions in this section.

Preponderance of Evidence is a widely accepted standard of evidence/proof applied to academic integrity incident evaluations, proceedings, and determinations. This standard requires that a finding be proven to be 'more likely than not' to be true, based on the totality of the information or materials available to the decision maker(s) and free of bias.

Egregious is a willful act or conduct by a student who intentionally violates the university-wide Academic Integrity Policy in an impactful and a serious manner beyond a common transgression.

Restorative Educational Opportunity is a teaching and learning practice that empowers students to learn from mistakes, to recognize the impact of their actions, and to develop and enhance skills, problem-solving, and a deeper understanding of academic integrity issues.

Conflict of Interest is any interaction with a student(s), faculty, or staff involved in the Academic Integrity adjudication process that could directly and significantly affect one's responsibilities on

the Academic Hearing Panel.

4.0 Responsibilities of Members of the Community

Creating a learning environment in which high standards of academic integrity are valued requires the efforts of everyone in the University community.

Retaliation or bias by or against any community member for exercising their rights or responsibilities under this Academic Integrity Policy is prohibited and may result in sanctions as deemed appropriate by the University.

Faculty (and instructors of record) are responsible for adhering to high standards of academic integrity in their own teaching and professional conduct; sharing relevant parts of the policy on their syllabi and assignments (e.g., an explicit statement on use of artificial intelligence and/or other technology); explaining key terms and discipline/course specific academic honesty norms to students; and following procedures for reporting and adjudicating possible violations both in and out of their academic unit. Furthermore, faculty are encouraged to create assignments that minimize academic dishonesty through clear expectations and to help create an environment where academic integrity is uppermost. Participation in formal academic hearings is expected as appropriate.

Students are responsible for adhering to university standards of academic integrity and seeking clarification from their instructors when they are uncertain if a behavior is in violation of this policy, helping to create an environment in which academic integrity is respected, and reporting violations of the policy to instructors, department chairs, or administrators. Participation in formal academic hearings is expected as appropriate.

Staff are responsible for calling the attention of their supervisors to possible violations of academic integrity, for modeling high standards of academic integrity in their own teaching and professional conduct and for otherwise supporting a community of academic honesty and trust. Participation in formal academic hearings is expected as appropriate.

Academic administrators such as Deans, Chairs, and Directors are responsible for adhering to university standards of academic integrity in their teaching and professional conduct, reporting incidents as needed, and for otherwise supporting a community of academic honesty and trust. Participation in formal academic hearings is expected as appropriate.

The Office of the Provost in collaboration with Deans and Directors of academic units are responsible for integrating concepts of academic integrity into academic programs and curricula to comply with the University policy. Participation in formal academic hearings is expected as appropriate.

Director of Academic Integrity (DAI) is responsible for overseeing aspects of academic integrity as assigned by the provost and helping shape, coordinate, and maintain the academic integrity system at the University.

5.0 Reporting and Adjudication Procedures for Allegations of Violations of Academic Integrity

Confidentiality applies to all aspects of the proceedings and all University students, faculty, and staff who are subject to this policy. Each case of academic dishonesty, names of student(s), facts, comments, and material information should remain confidential. Disclosure of this information is limited to the Academic Hearing Panel and those University officials for each case who have a need to know the information in connection with discharging their official duties and responsibilities. Violation of this confidentiality clause may result in sanctions as deemed appropriate by the University.

Every effort will be made to complete the Academic Integrity process within **60 University business days** of initial reports.

- Incidents that impact graduation may require an expedited time frame.
- Incidents that impact course registration that dictates curricular progression scaffolding may require an expedited time frame.

Prior to the Formal University Academic Integrity Process

- If an instructor is unsure if what they see constitutes an Academic Integrity Incident, they should discuss how to proceed with their chair, other administrator, or the DAI.
- The course instructor communicates (in-person or in writing) with the student(s) regarding alleged Academic Integrity Incident(s).
    - Such communication should occur within a timely manner (not more than **10 University business days** from identification of alleged Incident).
- If after communicating with the student the instructor determines there was no Academic Integrity Incident, based on a preponderance of evidence, or the occurrence is appropriate for a restorative educational opportunity, the process is complete.
- If after communicating with the student the instructor determines there is or likely has been an Academic Integrity Incident, based on a preponderance of evidence:
    - The instructor shares with the student a summary of violation findings, supporting evidence, imposed and/or proposed sanction(s), and the University Academic Integrity Policy. Specific evidence may be shared with student unless:
        - The evidence is in danger of being compromised or deleted.
        - The evidence would violate the privacy of another student(s).
        - The evidence would compromise the future academic integrity of the course materials.
    - The instructor begins the formal University Academic Integrity Process.

Formal University Academic Integrity Process

- If the instructor determines there is a preponderance of evidence that an Academic Integrity Incident occurred, they shall submit an academic integrity incident report with an imposed and/or proposed sanction(s) to the DAI via the University database of confidential and permanent records account no later than **5 University business days** following initial communication with the student. The complete submission to the DAI by the instructor shall include the following:
    - Report of findings
    - Syllabus
    - Particulars of assignment
    - Evidence (copies)
    - Relevant email correspondence (if any)
    - Imposed and/or proposed sanction(s)
- Upon receipt of the submission, the DAI reviews University-wide records to determine whether the incident is a first or recurring Academic Integrity Incident and may offer suggestions to the instructor's imposed and/or proposed sanctions accordingly.
- The DAI notifies the student via their SLU email account of the finding(s), imposed and/or proposed sanctions, implications, and whether it is a first or recurring Academic Integrity Incident.
- The student must acknowledge or refute responsibility in writing via their SLU email account within **7 University business days.**
- Student failure to respond to the notification of the of account of the finding(s), imposed and/or proposed sanctions, and implications, after **7 University business days** will be treated as acceptance of responsibility. Students who do not respond to the notification may follow the new evidence appeal process. Students are eligible to initiate a new evidence appeal within **30 University business days** of notification.

If Acknowledged First Academic Integrity Incident:

- The DAI collaborates with instructor(s) to facilitate sanction equity and confirm the imposed and/or proposed instructor sanction.
- The DAI informs the student of sanction(s) implications.

- The DAI works with the student to ensure compliance to sanction(s) (if applicable).
- The DAI enters sanction(s) into the University database of confidential and permanent records.
- The DAI reports closure of case to the following (as applicable):
    - Student
    - Instructor of course
    - Associate Dean of the student's academic home
    - Department Chair/Director of course and of student's major
- Findings and sanction(s) are entered into the University database of confidential and permanent records. Saint Louis University is bound by the Family Educational Rights and Privacy Act of 1974 (FERPA)s. The files and information contained in the University database of confidential and permanent records are subject to these guidelines as student records.

If Academic Integrity Incident and/or Associated Sanction is Refuted or a Recurring Academic Integrity Incident:

- The DAI assembles a 3-person Academic Hearing Panel from members of the Academic Integrity Board, as defined by the Academic Integrity Bylaws, to adjudicate and make determination of responsibility based on a preponderance of evidence.
- The DAI appoints a Chair of Academic Hearing Panel responsible for scheduling and communicating with accused student, instructor, and Academic Integrity Office.
    - The DAI may attend Academic Hearing Panel Hearing to observe and advise on process as a non-voting, ex officio member.
    - When scheduling the hearing, every effort will be made to not interfere with a student's or instructor's academic schedule.
- Academic Hearing Panel conducts Hearing in adherence to the Academic Integrity Board Bylaws.
    - The Academic Hearing Panel may solicit input from academic and administrative units and individuals whose professional/disciplinary expertise is needed to fulfill the Academic Hearing Panel's review (i.e., the alleging faculty, other faculty from associated college/school, the associated academic department chair, the associated college/school dean's office, ITS, the Dean of Students Office, etc.).
    - The Academic Integrity Office provides the Academic Hearing Panel with all relevant reports, evidence, and pertinent information.
    - The Academic Hearing Panel confers separately with the student and the instructor.
    - The Office of Academic Integrity informs via SLU email the student/instructor of the date, time, and location of the Hearing at least **5 University business days** before the hearing.

- Hearing parameters:
    - The Academic Hearing Panel Hearing may be conducted in-person or virtually.
    - The hearing may <u>not</u> be recorded.
    - The accused student's participation in the hearing is compulsory. If participation results in absence from a course, the University Authorized Absence Policy applies. If the student fails to attend the scheduled hearing, they are subject to a referral to the Office of Student Responsibility. A student's lack of participation in the hearing does not prevent the Academic Hearing Panel from determining responsibility. A student's lack of participation does not constitute a presumption of responsibility.
    - The student may bring one personal advisor, e.g., parent, guardian, faith-based leader, or an attorney of the student's choosing at the student's own expense. The advisor is only present to support the student through the process but may not speak for the student, ask questions of others present, or interfere with the hearing.

If the student wishes to speak privately with their advisor during the hearing, they may request a brief recess from the hearing.
[Appropriate FERPA (Family Educational Rights and Privacy Act) Waiver required.]

- The student, instructor, and/or Academic Hearing Panel have the right to request witnesses in advance of the hearing. The Chair of the Academic Hearing Panel (in consultation with DAI) determines whether a witness is relevant to the hearing proceedings and may allow the witness at the hearing or not. [Appropriate FERPA (Family Educational Rights and Privacy Act) Waiver required.]

- The Academic Hearing Panel's determination is premised on all the materials provided, including those submitted by the instructor as part of the original Academic Integrity Incident Report and any subsequent evidence or applicable context provided by the instructor, student and/or the respective academic department and/or dean's office. A **majority vote** of voting members is required to determine the student's responsibility for the alleged violations.
  - If the student is found responsible for the violation, based on a preponderance of evidence, the Academic Hearing Panel determines whether to uphold or adjust the originally imposed and/or proposed sanctions.
  - If the student is found not responsible for the violation, based on a preponderance of evidence, no sanction(s) will be imposed on the student.
- The Academic Hearing Panel Chair prepares an Academic Hearing Panel Hearing Summary including a brief synopsis of the Hearing and the final decision regarding student responsibility and sanction(s). The Summary shall be submitted to the DAI within **5 University business days** of the Hearing.

- The DAI communicates the Academic Hearing Panel decision and sanction(s) (if any) to the student and instructor within **10 University business days** of the Hearing.
[Notification via SLU email]
  - If the student is found responsible:
    - The DAI will inform the student of the sanction(s) and implications.
    - The DAI will work with the student to ensure compliance with the sanction(s) (if applicable).
    - The DAI will inform the instructor of the decision.
    - The DAI will inform the Associate Dean of the student's academic home.
    - The DAI will inform the Department Chair/Director of course and of student's major.
    - The DAI will enter records of the sanctions into the University database of confidential and permanent records.

  - If the student is found not responsible:
    - The DAI will inform the student of the process findings.
    - The DAI will inform the instructor of the findings.
    - The DAI will collaborate with the instructor to reverse any sanctions that may have been applied.
    - The DAI will inform the Associate Dean of the student's academic home if applicable.
    - The DAI will inform the Department Chair/Director of course and of student's major if applicable.
    - The DAI will destroy all case materials for students found not responsible.

- The Academic Integrity Incident Report, supplemental materials, findings, and sanction(s) are entered into the University database of confidential and permanent records. Saint Louis University is bound by the Family Educational Rights and Privacy Act of 1974 (FERPA)s. The files and information contained in the University database of confidential and permanent records are subject to these guidelines as student records.

Right of Appeal – New Evidence Appeal or Process Appeal to the Office of the Provost

- Parties involved in the academic integrity incident may appeal the decision of the Academic Hearing Panel to the DAI based only on either of the following grounds:
    - New Evidence Appeal: New evidence not available at the time of the Academic Hearing Panel Hearing, which would have a material impact on the case's determination.
    - Process Appeal: There was a material deviation from the procedures set forth in this Academic Integrity Policy that would significantly impact the outcome of the matter or may have resulted in a different finding.
- The appeal must be submitted in writing via SLU email to the DAI within **7 University business days** of notification of Academic Hearing Panel Hearing decision.
- In the case of an appeal based on new evidence, the DAI refers the case and all relevant materials (initial report, evidence, Academic Hearing Panel Hearing summary, approved sanction(s), etc.) to the original or new Academic Hearing Panel within **5 University business days** for a new hearing and follows the procedures and timelines outlined above.
- In the case of a process appeal, the DAI refers the case and all relevant materials (initial report, evidence, Academic Hearing Panel Hearing summary, approved sanction(s), etc.) to the Office of the Provost within **5 University business days**.
    - The DAI informs the student and instructor that the appeal has been referred to the Office of the Provost or the Academic Integrity Hearing Panel.
    - The Office of the Provost will make every effort to provide a decision regarding the appeal within **10 University business days**.
- DAI shall communicate via the student's SLU email the Academic Hearing Panel/Provost Office decision and sanction(s) (if any) to the student and instructor within **10 University business days of the appeal decision.**
    - If the student is found responsible:
        - The DAI will inform the student of the sanction(s) and implications.
        - The DAI will work with the student to ensure compliance with the sanction(s) (if applicable).
        - The DAI will inform the instructor of the decision.
        - The DAI will inform the Associate Dean of the student's academic home.
        - The DAI will inform the Department Chair/Director of course and of student's major.
        - The DAI will enter records of the sanctions into the University database of confidential and permanent records.
    - If the student is found not responsible:
        - The DAI will inform the student of the appeal findings.
        - The DAI will inform the instructor of the appeal findings.
        - The DAI will collaborate with the instructor to reverse any sanctions that may have been implemented.
        - The DAI will inform the Associate Dean of the student's academic home if applicable.
        - The DAI will inform the Department Chair/Director of course and of student's major if applicable.
        - The DAI will destroy all case materials for students found not responsible.

The Office of the Provost decision is final and not eligible for further appeal.

6.0 Sanctions

Academic Integrity sanction(s) will be determined based on whether the incident is a first or recurring Academic Integrity Incident and/or egregiousness of the incident. Sanction(s) may include but are not limited to:

- The faculty may determine the incident is appropriate for a restorative educational opportunity and no formal sanction is applied.
- The student may be required to repeat/revise the assignment or complete an alternative assignment.
- The student may receive a lowered, failing, or zero grade on the examination or assignment in question.

- The student may receive a lowered or failing course grade in the course in question. The student shall have the right to continue in the course without retaliation or penalty pending final resolution.
- The student may be dismissed from their academic program/department after multiple incidents per the academic program/department dismissal policy if applicable.
- Visiting students (including 1818) may be prohibited from participating in the program/opportunity.
- The student may be suspended or expelled from the University.

The aforementioned sanctions may be accompanied by a requirement to participate in additional academic education support designed to prevent future Academic Integrity Incidents.

7.0 Historical Context

On 6/26/2015 the University adopted a university-wide Academic Integrity Policy after development with and vetting through individual academic unit's governance bodies by a committee of faculty, deans, staff, and students. To comply with the University policy, academic units were expected to amend their own academic integrity policies to align with university definitions and minimum standards. Individual academic units were to consider standards of academic and professional conduct for their own disciplines. Therefore, the University Academic Integrity Policy did not offer a single set of procedures for adjudicating violations of academic integrity at the academic unit level and only applied standards for process, record keeping, and appeals to the Office of the Provost with the exception of violations of academic integrity in scientific research (which was guided by the University's Research Integrity Policy).

The University Academic Integrity Policy creates a unified adjudication process across school/colleges and centralizes record keeping and academic integrity metrics.

Maintenance or records (see the University Policy of Maintenance of records at records (https://www.slu.edu/provost/policies/academic-and-course/policy-records-management-and-retention.pdf)

The current policy supersedes all previous versions. Academic units (as specified in the Scope section above) are expected to follow the Reporting and Adjudication Procedures for Allegations of Violations of Academic Integrity described above.

This policy was:
Endorsed by CADD: 5/22/2024
Approved by the Provost: 5/22/2024