SAINT LOUIS UNIVERSITY

SCHOOL OF SOCIAL WORK

MASTER OF SOCIAL WORK PROGRAM

STUDENT HANDBOOK

2024-2025

Contents

INTRODUCTION

Dean of the School of Social Work

Welcome to Saint Louis University's School of Social Work! The School shares the University's mission to educate the whole person and provide leadership in the discovery, dissemination and integration of values, knowledge, and skills needed to instill a passion for lifelong learning and transform our society in the Jesuit tradition. Our School pursues this goal by providing learning-teaching-service environments, both in the classroom and in the community, that nurture, strengthen, and sustain creative intellectual, emotional, social, spiritual, and technical abilities and interests. We encourage and support innovative scholarship and research. We actively engage in community service, linking the School and its resources to local, regional, national, and international communities to eliminate ignorance, poverty, injustice, and hunger, to improve community life, and to solve difficult problems. We are thrilled for you to join us, to walk with us, and to work together with us as we seek to advance both the School's and the University's shared mission, and to serve with and for our community and the people to which the School's disciplines – social work, applied behavior analysis, criminology and criminal justice – and the professions associated with these disciplines are dedicated.

Noelle E. Fearn, PhD

Professor and Dean of the School of Social Work

Director of the Master of Social Work

Welcome to the Master of Social Work Program at Saint Louis University. Thank you for choosing our School of Social Work as your partner in graduate education. One of the hallmarks of a Jesuit education is the emphasis on Cura Personalis —care for the whole person. It is my hope that in the MSW Program, you will have a well-rounded, personalized experience and be prepared to engage in social work practice with a humane and holistic approach. Here in the SLU MSW Program, you will learn about being a "person for others" while being empowered and supported to achieve your own professional goals.

The preparation process while in the SLU MSW Program will be rigorous and intellectually challenging. Our program offers a unique opportunity for social workers to learn effective, evidence-based interventions that improve physical and mental well-being, and healthy psychosocial functioning for social work clients. This distinctive learning environment is rooted in intensive teaching, mentoring, and experiential learning as well as rich peer-learning opportunities with your fellow classmates, your practicum colleagues, and the clients we all serve.

This MSW Handbook contains important detailed information about our program and policies, so please take some time to read and review it. Updates may happen to reflect changes made in various University and program policies and processes. You will be notified if significant changes occur during the academic year. As always, please feel free to contact me with questions or concerns.

Kristi Richter, MSW, LCSW

Assistant Professor and Director of the MSW Program

MISSIONS AND GOALS

The Mission of Saint Louis University

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, and community service. 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, the 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.

The Five Dimensions of the Saint Louis University Experience

Reflective of its mission, Saint Louis University strives to engage its students in five interrelated dimensions contributing to the development of the whole person:

- Scholarship and knowledge
- Intellectual inquiry and communication
- Community building
- Leadership and service
- Spirituality and values

The Mission of the MSW Program

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.

(Approved by 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. (Approved by Faculty Assembly, May 2008)

ACCREDITATION

The MSW Program has been continuously accredited since 1933 starting with accreditation by the American Association of Schools of Social Work (now the Council on Social Work Education established in 1952). The MSW Program was most recently re-affirmed by the Council on Social Work Education (CSWE) in 2018. The Council's accreditation standards can be found at http://www.cswe.org/. Graduating from an accredited program is important and required in pursuing state social work licensure.

DISCLAIMER

This MSW Handbook is effective for the academic year 2024-2025. As policies are changed in this academic year, electronic announcements will be delivered to SLU emails to notify students. This document should not be construed as creating a contract between the University and any person. The

University specifically reserves the right to make any changes deemed necessary at any time without advance notice in the University's policies, practices, academic programs, courses, schedules, or calendars. This includes but is not limited to, the modification, cancellation, rescheduling, or elimination of programs, departments, courses, and institutes. Matriculation at Saint Louis University is a privilege and not a right. The University reserves the right in its discretion to separate any student who does not meet academic requirements or maintain acceptable standards of conduct or character consistent with the University's Jesuit Catholic values, including specific standards established by schools or departments of the University.

Overall SLU university policies can be found either in the SLU Catalog online or the Provost's Policy site.

NONDISCRIMINATION POLICY AND HUMAN DIVERSITY

Saint Louis University and the School of Social Work have a strong and active commitment to promoting human diversity and ensuring that all aspects of educational programs are carried forth without discrimination on the basis of age, color, disability, ethnicity, gender, national origin, race, religion, and sexual orientation. A specific University goal is to foster "respect for diversity, other cultures, and belief systems." The University's Harassment Policy and Procedures are a part of this handbook.

SOCIAL WORK COMPETENCIES

Social work competencies are measurable behaviors (knowledge, values, skills, and cognitive and affective processes) that are expected of practicing social workers. All social workers are expected to achieve the nine core competencies in the generalist curriculum while specializing in an area of advanced practice (through choosing an MSW concentration) allowing social workers to gain additional, advanced competencies.

Generalist/Foundation Core Competencies and Behaviors

1. Demonstrate Ethical and Professional Behavior

    1.1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;

    1.2. Demonstrate professional behavior; appearance; and oral, written, and electronic communication

    1.3. Use technology ethically and appropriately to facilitate practice outcomes;

    1.4. Use supervision and consultation to guide professional judgment and behavior

2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice

    2.1. Advocate for human rights at the individual, family, group, organizational, and community system levels; and

    2.2. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

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

   3.1. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and

   3.2. Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

4. Engage in Practice-informed Research and Research-informed Practice

   4.1. Apply research findings to inform and improve practice, policy, and programs; and

   4.2. Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work

5. Engage in Policy Practice

   5.1. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and

   5.2. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice

6. Engage with Individuals, Families, Groups, Organizations, and Communities

   6.1. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and

   6.2. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

7. Assess Individuals, Families, Groups, Organizations, and Communities

   7.1. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and

   7.2. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

8. Intervene with Individuals, Families, Groups, Organizations, and Communities

   8.1. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and

   8.2. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

   9.1. Select and use culturally responsive methods for evaluation of outcomes; and

   9.2. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities

(Adopted from CSWE EPAS 2022 and approved by the MSW Program Committee Spring 2024)

Advanced Practice Competencies and Behaviors that Build on the Core

(Delivered through the MSW concentrations)

ABA Concentration

1. Demonstrate Professional Behavior consistent with social work values and ethics in clinical practice

    1.1. Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context in behavior analytic practice.

    1.2. Demonstrate Professional Behavior; appearance; and oral, written, and electronic communication in compliance with organizational standards

    1.3. Use technology ethically and appropriately to facilitate behavior-analytic practice outcomes

    1.4. Use supervision and consultation to guide professional judgment and behavior when engaging in behavior analytic practice.

2. Competency 2: Integrate human rights and social, racial, economic, and environmental justice into behavior-analytic practice.

    2.1. Apply behavioral skills to advocate for human rights, social, environmental, and economic justice.

    2.2. Engage in practices that address disparities and advance human rights to promote

3. Demonstrate Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in behavior analytic practice.

    3.1. Demonstrate anti-racist and anti-oppressive clinical skills in behavior analytic practice to enhance client well-being.

    3.2. Apply critical reflection, self-awareness, and self-regulation to address the influence of bias, power, privilege, and values in working with clients and constituencies.

    3.3. Demonstrate cultural humility by acknowledging clients as experts of their own lived experiences within behavior analytic practice.

4. Use an evidence-informed practice process in behavior analytic work with individuals, families, groups, and larger systems

    4.1. Use practice experiences and theory to inform scientific inquiry and research.

    4.2. Critically evaluate and translate research evidence to inform and improve anti-oppressive behavior analytic practice, policy, and service delivery.

5. Apply policy practice skills to advance human rights and social economic justice

    5.1. Acquire knowledge about agency and governmental policies (e.g. Medicaid, Social Security Disability, Individuals with Disability Education Act, Mandated Reporting) to analyze the impact on clients using social justice, antiracist, and anti-oppression lenses.

5.2. Use policy practice approaches to advocate for social policies that enhance clients and behavior-analytic service delivery.

6. Demonstrate advanced client engagement skills in behavior analytic practice.

6.1. Integrate knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.

6.2. Identify and apply interpersonal and other skills (e.g., accepting feedback, listening actively, seeking input, and collaborating) to establish and maintain professional relationships with diverse clients. (language from BACB Task List 6)

7. Demonstrate advanced client assessment skills in behavior analytic practice.

7.1. Design and evaluate assessments addressing relevant skills strengths and areas of need using evidence-based assessment procedures (including preference assessments, descriptive assessments, functional analysis, skills assessments, social validity assessments, etc.) (language from BACB Task List 6)

7.2. Interpret assessment data to identify and prioritize socially significant, client-informed, and culturally responsive behavior-change procedures and goals.

8. Demonstrate advanced client intervention skills in clinical practice.

8.1. Utilize culturally responsive, evidence-based practice processes to achieve effective behavior analytic interventions and goal setting.

8.2. Develop intervention goals in observable and measurable terms and identify and recommend interventions based on assessment results, scientific evidence, client preference, and contextual fit (e.g., expertise required for implementation, cultural variables, environmental resources). (Language from BACB Task List 6)

9. Use research and behavior analytic expertise to evaluate client, practice, and program outcomes.

9.1. Use culturally responsive methods for the evaluation of clinical outcomes. (i.e., client, programmatic, practitioner, agency, etc.)

9.2. Critically analyze, monitor, and evaluate intervention and program processes and outcomes to improve practice effectiveness.

(Adopted from CSWE EPAS 2022 and approved by the MSW Program Committee Spring 2024)

Community and Organization Concentration

1. Use codes of ethics and human rights principles to guide practice with communities and organizations.

1.1. Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context in community and organizational practice

1.2. Demonstrate professional ethical behavior; appearance; and oral, written, and electronic communication in compliance with organizational standards and practice outcomes.

1.3.   Use supervision and consultation to guide professional judgment and behavior in developing one's community and organizational practice.

2.   Approach community and organizational planned change using frameworks and evidence-based practice models to organize and/or sustain advocacy and /or support networks.

2.1.   Participate in social planning activities such as strategic planning, advocacy campaigns, and/or community efforts.

2.2.   Participate in task groups, coalitions, task forces, committees, or neighborhood groups in order to enhance communities or organizations.

3.   Demonstrate antiracist, anti-oppressive, and culturally competent practice with communities and organizations.

3.1.   Apply critical reflection, self-awareness, and self-regulation to address the influence of bias, power, privilege, and values in working with clients and constituencies.

3.2.   Demonstrate cultural humility by acknowledging constituents as experts in their own experiences while using a strengths-based perspective in working with policy, organizations, and communities.

4.   Use research and professional expertise to improve practice with communities and organizations.

4.1.   Critically evaluate and translate research evidence (e.g. articles, books and white papers) to inform and improve anti-oppressive macro/mezzo practice, policy, and service delivery.

5.   Provide leadership in a variety of roles in community and organizational practice.

5.1.   Demonstrate professional expertise through public speaking to a community group, board, or policy decision-making body.

5.2.   Using social justice, antiracist, and anti-oppression lenses provide leadership in community, organizational, or policy practice for a project.

6.   Approach community and organizational planned change using theoretical frameworks and evidence-based practice models.

6.1.   Identify and apply theoretical frameworks that guide community and organizational practice.

6.2.   Understand and engage in community or organizational practice models that are evidence-based.

7.   Approach community and organizational planned change using theoretical frameworks and evidence-based practice models to plan and/or conduct an assessment of community or organizational needs and strengths with stakeholders.

7.1.   Participate in community or organizational needs and/or strengths assessment in order to enhance community or organization service delivery.

7.2.   Honor self-determination by integrating a collaborative decision-making process with constituencies to inform intervention planning.

8. Approach community and organizational planned change using theoretical frameworks and evidence-based practice models to engage in community and organizational practice.

   8.1. Participate in community organizing or development.

   8.2. Participate in policy analysis, development, and practice within legislative or organizational bodies.

   8.3. Participate in resource development activities (e.g. fundraising or grant writing) and understand budgeting and financial management processes.

9. Use research and professional expertise to evaluate practice with communities and organizations.

   9.1. Generate and/or use empirical research, secondary data, databases, geographic information system (GIS), professional expertise, and/or other forms of evidence in evaluation, and program development in communities or organizations.

   9.2. Use culturally responsive methods to critically analyze, monitor, and evaluate intervention and program processes and outcomes to improve mezzo/macro practice.

(Adopted from CSWE EPAS 2022 and approved by the MSW Program Committee Spring 2024)

Clinical Concentration

1. Demonstrate professional behavior consistent with social work values and ethics in clinical practice.

   1.1. Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context in Clinical Practice

   1.2. Demonstrate Professional Behavior; appearance; and oral, written, and electronic communication in compliance with organizational standards

   1.3. Use technology ethically and appropriately to facilitate clinical practice outcomes

   1.4. Use supervision and consultation to guide professional judgment and behavior in developing one's clinical practice

2. Integrate human rights and social, racial, economic, and environmental justice into clinical practice.

   2.1. Apply behavioral skills to advocate for human rights, social, environmental, and economic justice.

   2.2. Engage in practices that address disparities and advance human rights to promote social, racial, economic, and environmental justice

3. Demonstrate Anti-Racism, Diversity, Equity and Inclusion (ADEI) in clinical practice.

   3.1. Demonstrate anti-racist and anti-oppressive clinical skills in social work practice to enhance client well-being.

   3.2. Apply critical reflection, self-awareness, and self-regulation to address the influence of bias, power, privilege, and values in working with clients and constituencies.

3.3. Demonstrate cultural humility by acknowledging clients as experts of their own lived experiences when using a strength-based and bio-psycho-social-spiritual perspective in clinical practice.

4. Use an evidence-informed practice process in clinical work with individuals, families, groups, and larger systems

4.1. Use practice experiences and theory to inform scientific inquiry and research.

4.2. Critically evaluate and translate research evidence to inform and improve anti-oppressive clinical practice, policy, and service delivery.

5. Apply policy practice skills to advance human rights and social economic justice

5.1. Acquire knowledge about agency and governmental policies (e.g. Medicaid, Social Security Disability, Individuals with Disability Education Act, Mandated Reporting) to analyze the impact on clients using social justice, antiracist, and anti-oppression lenses.

5.2. Use policy practice approaches to advocate for social policies that enhance clients and clinical service delivery.

6. Demonstrate advanced client engagement skills in clinical practice.

6.1. Integrate knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.

6.2. Use advanced clinical skills to engage diverse clients and constituencies into a working therapeutic alliance.

7. Demonstrate advanced client assessment skills in clinical practice.

7.1. Synthesize knowledge obtained from clients and constituencies with practice wisdom and data-driven decision-making to inform a person-centered bio-psycho-social-spiritual assessment.

7.2. Honor self-determination by integrating a collaborative decision-making process with clients and constituencies to inform treatment planning.

8. Demonstrate advanced client intervention skills in clinical practice.

8.1. Utilize culturally-responsive, evidence-based practice processes to achieve effective clinical interventions and goal-setting.

8.2. Incorporate culturally-responsive advanced clinical skills to coordinate, negotiate, and implement client services, resource access, and treatment.

9. Use research and clinical expertise to evaluate client, practice, and program outcomes.

9.1. Use culturally responsive methods for the evaluation of clinical outcomes. (i.e., client, programmatic, practitioner, agency, etc.)

9.2. Critically analyze, monitor, and evaluate intervention and program processes and outcomes to improve practice effectiveness.

(Adopted from CSWE EPAS 2022 and approved by the MSW Program Committee Spring of 2024)

THE MSW CURRICULUM

The essential purpose of the Master of Social Work (MSW) Program is to prepare graduate students for advanced and specialist practice in social work. The curriculum is designed to prepare students to develop competence and leadership as professionals in work with varied vulnerable populations and practice settings. The curriculum is designed with core course sequences including practice with individuals, families, groups, communities, and organizations; human behavior; and social policy. Significant content on diversity, populations-at-risk, social and economic justice, social work research methods, and values and ethics is integrated throughout the curriculum. The signature pedagogy and central part of professional social work education is the "practicum" which is Latin for "practical training" which occurs in field education.

The MSW Program consists of 48 credit hours of classroom and practicum courses as listed below. All courses are 3 credit hours unless otherwise indicated. It is highly recommended to take no more than 15 credit hours in one semester.

Generalist/Foundation Courses: 15 credit hours

Note: Students must receive a B or better in all generalist courses to pass the course and matriculate.

SWRK 5702 Social Policy

SWRK 5725 Human Behavior and the Social Environment

SWRK 5750 Social Work Practice with Individuals, Families, and Groups SWRK 5751 Social Work Practice with Communities and Organization SWRK 5819 Generalist Integrative Practice Seminar (1 credit hour)

SWRK 5841 Generalist Practicum (2 credit hours) (SWRK 5821 for ABA students)

Concentrations

Students will select one of the three concentrations (Applied Behavior Analysis (ABA), Clinical, or Community and Organization) to continue the required coursework in an area of advanced practice.

Applied Behavior Analysis (ABA) Concentration

Note: Students must receive a B or better in all ABA courses to pass the course and matriculate.

Description

The purpose of the Applied Behavior Analysis (ABA) concentration is to prepare graduate students for professional practice in applied behavior analysis. The curriculum is designed to prepare students to develop competence and leadership as professionals in work with varied vulnerable populations primarily including persons with disability and in a variety of settings. The curriculum is designed according to the required Behavior Analyst Certification Board's specifications as to content in the six core courses, research courses, and in practicum.

Required Courses

The courses will be offered in a cohort model, such that students must start in the fall semester, take the courses in the order offered, and take two courses per semester.

Core Courses (18 credit hours)

SWRK 5001 Supervision and Organizational Behavior Management

SWRK 5002 Philosophy of Behavioral Science

SWRK 5746 Principles and Concepts in Behavior Analysis

SWRK 5747 Behavioral Assessment

SWRK 5748 Behavior Change and Processes

SWRK 5749 Behavior Change and Ethics (sub. for SWRK 5700 Values and Ethics)

Clinical and Hallmark Courses 6 (credit hours)

SWRK 5707 Policy Practice for Social Justice

SWRK 5762 Diagnosis and Assessment in Clinical Practice

Research Courses (3 credit hours)

SWRK 5774 Measurement and Experimental Design (sub. for SWRK 5708 Research and Program Evaluation)

ABA 5115 ABA Advanced Clinical Research and Capstone

Concentration Practica Courses (11 credit hours)

SWRK 5820 ABA Concentration Integrative Practice Seminar I (1 credit hour)

SWRK 5822 ABA Concentration Practicum I (2 credit hours)

SWRK 5823 ABA Concentration Practicum II (2 credit hours)

SWRK 5824 ABA Concentration Practicum III (2 credit hours)

ABA 5116 ABA Concentration Practicum IV (1 credit hour)

Concentration Electives

ABA students have no elective options.

Persons seeking BACB certification must complete 200 additional field experience hours following graduation under the supervision of a Board Certified Behavior Analyst (BCBA). Students may also choose to complete an additional semester after earning their degree for a 1-credit hour practicum and 1-credit hour seminar for the final 200 hours. For more information on the ABA concentration, contact the ABA Program Director.

Community and Organization Concentration

Description

The purpose of the Community and Organization Concentration is to prepare students for advanced practice in a range of settings that focus on social problems and social change at the community, organizational, and societal levels.

The conceptual framework of the concentration is built upon the community as a field of practice in which individuals are engaged as citizens, residents, members, constituents, indigenous leaders, representatives, and heads/officers of community groups, organizations, and other action or change agent systems. This framework conceptualizes community practice at macro, mezzo, and micro levels and concentrates on groups, communities, and organizations (the practice units of attention) as actors and targets of change.

The Community and Organization Concentration is anchored in the social justice orientation of the School, the University, and the social work profession. Within the concentration, this orientation shapes a particular commitment to communities and populations that are powerless, oppressed, at-risk, and/or targets of discrimination. The concentration is committed to the improvement of the quality of life of community members, to the humane and effective functioning of human service organizations, and to the development and modification of social policies for a more peaceful and just society. It is also committed to a vision of community in which people relate to each other as equal moral agents, the development of democratic institutions, and the use of participatory practice strategies.

Required Courses

Core Courses (6 credit hours)*

SWRK 5721 Community Theory and Practice

SWRK 5785 Organizational and Program Planning

Hallmark Courses (6 credit hours)

SWRK 5700 Values and Ethics in Social Work Practice

SWRK 5707 Policy Practice for Social Justice

Research Courses (3 credit hours)

SWRK 5708 Research and Program Evaluation in Social Work Practice

Practica Courses (6 credit hours)

SWRK 5820 Community Concentration Integrative Practice Seminar (1)

SWRK 5832 Community and Organization Concentration Practicum I (2)

SWRK 5833 Community and Organization Concentration Practicum II

Concentration Electives (12 credit hours) Students may choose 4 elective courses.

*These required Community and Organization Concentration Core Courses are only offered asynchronously online and generally offered only once a year. Therefore, it is strongly recommended that a student take these courses the first time they appear on the class schedule after completion of the Generalist courses.

Clinical Concentration

Description

The Clinical concentration focuses on assessment, intervention, and outcomes in clinical work with individuals, families, groups, or larger systems. The concentration curriculum focuses on a strengths-based, culturally competent and holistic, bio-psycho-social-spiritual approach in work with clients. Courses will focus on working with diverse families and family systems across a developmental life span. The core clinical approaches to engagement, assessment, intervention, and evaluation of outcomes will be addressed with the student's ability to use in a variety of clinical practice settings such as hospitals, community mental health centers, children and family agencies, schools, therapy practice, justice system and many more. Students will be able to explore clinical approaches in work with a variety of target populations or social challenges such as Veterans, children in foster care, persons experiencing homelessness and schizophrenia, and couples or families with relationship challenges. These are a few examples, but the application of clinical skills provides a strong base for direct social work practice.

Required Courses

Core Courses (9 credit hours)

SWRK 5733 Advanced Clinical Practice with Individuals

SWRK 5736 Advanced Clinical Practice with Families and Groups

SWRK 5762 Diagnosis and Assessment in Clinical Practice

Hallmark Courses (6 credit hours)

SWRK 5700 Values and Ethics in Social Work Practice

SWRK 5707 Policy Practice for Social Justice

Research Courses (3 credit hours)

SWRK 5708 Research and Program Evaluation in Social Work Practice

Practica Courses (6 credit hours)

SWRK 5820 Clinical Concentration Integrative Practice Seminar

SWRK 5842 Clinical Practicum I

SWRK 5843 Clinical Practicum II

Concentration Electives (9 credit hours) Students can choose 3 electives.

Please click on the link to access part-time and full-time course roadmaps for each concentration:
https://catalog.slu.edu/colleges-schools/social-work/social-work-msw/#roadmaptext

Gerontology Certificate

The graduate certificate is aimed at students from all disciplines and is a 15 credit-hour program for any post-baccalaureate student, graduate student, or community member currently working in healthcare-related fields such as nutrition and dietetics, occupational therapy, physical therapy, speech-language pathology, nursing, and social work among other areas. The certificate is offered both online and in person.

The program will include courses related to working as part of an interprofessional or care coordination team. Those undertaking the certificate will attend SLU's Geriatric Education Summer Institute, which will include workshops on the current practice of geriatric care in community settings and plenary sessions on current research in assessment and intervention strategies. The certificate also includes a discipline-specific practicum in working with older adults. You can apply for a waiver to the practicum depending on your work experience.

Those undertaking the certificate do not have to be degree-seeking. Courses taken in a degree- seeking program may count toward SLU electives as well as toward the certificate itself.

Completion of the certificate will be noted on transcripts.

For questions or more information, contact Dr. Allison Gibson, the gerontology certificate liaison at allison.gibson@slu.edu.

Course Sequencing in the MSW Curriculum

Students are expected to complete Generalist/Foundation course requirements before beginning the Concentration Core courses required by their MSW Concentration. Elective courses may be taken concurrently with Concentration Core courses as long as any prerequisites for the elective courses are met. MSW students with Advanced Standing have Generalist/ Foundation course requirements waived and begin their MSW studies with Concentration Core and SLU Hallmark courses.

SLU Hallmark courses are distinctive to Saint Louis University and may have prerequisites in Generalist courses or only be offered in certain semesters. Students are to take the SWRK 5700 Values and Ethics course following completion of SWRK 5841 Generalist/Foundation Practicum I. SWRK 5707 Policy Practice for Social Justice has as a prerequisite: SWRK 5702 Social Policy.

Students must be in good academic standing to register for or take a practicum. Good academic standing means no academic probation (i.e., 3.0 cumulative GPA or higher) or professional probation status.

Students with Applied Behavioral Analysis (ABA) concentration must work closely with their ABA Faculty Advisor/Mentor regarding course sequencing. ABA Concentration students complete four rather than three practica and use their own practica numbering (SWRK 5821, 5822, 5823, and 5824). ABA Concentration students also may take Generalist/Foundation and Concentration Core courses in the same semester at the direction of their ABA Faculty Advisor/Mentor. Note: Students must receive a B or better in all ABA courses to pass the course and matriculate.

MSW students in the other concentrations are encouraged to complete SWRK 5841 Practicum following completion of the other four Generalist/Foundation courses. All students are required to complete SWRK 5841 Generalist/Foundation Practicum and SWRK 5819 Generalist/Foundation Integrative Practice Seminar within their first 15 credit hours of enrollment in the Program. Note: Students must receive a B or better in all generalist courses to pass the course and matriculate. All MSW students (including part-time MSW students) will find it very helpful to complete SWRK 5841 Generalist/Foundation Practicum and SWRK 5819 Generalist/Foundation Integrative Practice Seminar by the end of their first academic year in the program so that they can begin their second academic year focused on their MSW Concentration.

Students are able to plan and register for SWRK 5832 Community and Organization Concentration Practicum or SWRK 5842 Clinical Concentration Practicum I once they have successfully completed SWRK 5841 Generalist/Foundation Practicum and have completed or are concurrently enrolled in their two Concentration Core Courses. Students registering for their first concentration practicum, SWRK 5832 (Community and Organization) or SWRK 5842 (Clinical) must concurrently register for SWRK 5820 Concentration Integrative Practice Seminar.

Students who take at least 6 credit hours in a semester are considered full-time for purposes of financial aid. However, taking only 6 credit hours in Fall and Spring semesters is typically considered "part-time" in that students are required to take at least 6 credits in Fall and Spring semesters to remain on time to graduate within the maximum time allowed. It is highly recommended for Students to take no more than 15 credit hours in one semester. In all cases, the student must have the specified prerequisite or co-requisite course(s) in order to take a course. (See the prerequisites/co-requisites listed for each course in the MSW Course Descriptions section below.) Questions about MSW course sequencing should be directed to Faculty Advisor/Mentors or the MSW Program Director.

A student may take up to 6 credit hours (two courses) of graduate-level electives outside of the School of Social Work. These courses may be taken in other Saint Louis University departments or from another University. Prior approval must be confirmed by the Faculty Advisor and MSW Program Director. To seek prior approval, students must submit to the MSW Program Director a course syllabus and rationale for how the course relates to their practice interest.

Advanced Standing

Students with a bachelor's degree in social work may be granted up to 15 credit hours of waived courses in the MSW Program provided that:

1.   The bachelor's degree is from a CSWE-accredited program,

2.   The content of the student's undergraduate program is similar to that of the current professional generalist content in the MSW Program, and

3.   The student received a grade of "B" or better in each of the courses for which advanced standing is requested. (B- is not sufficient for Advanced Standing).

Transfer Credits

Upon review and approval of the Director of the MSW Program, students may have a maximum of 15 generalist/foundation credit hours waived as advanced standing, and a maximum of 6 credit hours earned in a CSWE-accredited MSW Program. Total of advanced standing and transfer credits can not exceed 21 credit hours. Students must also have received a grade of "B" or better in each course to be transferred.

This coursework must also demonstrate comparable content to the SLU MSW Program required generalist/foundation, concentration, or elective courses.

Students who are currently enrolled in the MSW Program must obtain prior approval from their Faculty Advisor/Mentor and the Director of the MSW Program for proposed courses to be taken outside of the School of Social Work. In addition, the following form must be filled out and returned to the Office of the University Registrar (registrar@slu.edu):
https://www.slu.edu/registrar/pdfs/grad_off_campus_enrollment.pdf

Upon completion of courses outside of the School, students are required to request a transcript with the course grade to be sent directly to the Director of the MSW Program.

Recognition of Comparable Coursework

Students who believe they have completed comparable undergraduate coursework (in a social work minor or an unaccredited baccalaureate social work program) in the areas of Human Behavior and the Social Environment or Social Policy but do not have a Bachelor of Social Work Degree from a CSWE-accredited program may request that the MSW Program Director review the comparability of the course or courses. To be eligible, the student must have received a grade of "B" or better in the course(s),and have completed the course(s) within five years, or seven years for those students who have been employed full-time for two years or more in a social services position. For the course(s) that the MSW Program Director certifies as comparable, the student will not have to take the corresponding MSW Program Generalist/Foundation course (SWRK 5725 Human Behavior and the Social Environment and/or SWRK 5702 Social Policy). However, no transfer course credit is awarded, so the student will instead take an additional elective or electives to complete the required 48 credit hours for graduation.

In all situations where students desire to receive consideration of courses completed at another institution and applied in some way toward the MSW degree, they have the responsibility of providing the necessary documentation to demonstrate the comparability between such courses and those of the MSW Program. This will include transcripts, course syllabi, table of contents of the textbook(s), and papers or other assignments completed in these courses. The Director of the MSW Program will review to make a determination for a comparable course exemption. Once the decision is made by the Director of the MSW Program, it is final.

Previous Work, Volunteer, or Life Experience

While the School of Social Work recognizes the value of prior experience in the field of human and social services, the School does not grant academic course credit based on prior work, volunteer, or life experience. This degree requires new learning from the discipline of social work and the integration of coursework with the practicum courses.

Course Enrollment Prerequisites

Prerequisite course(s) must be completed prior to the beginning of the desired course unless designated with an asterisk (*) that the course can be taken concurrently. All courses carry 3 credit hours unless otherwise noted.

Students who do not have the stated prerequisites for a course, but who believe they have the prerequisite knowledge or want to pursue an exception, may seek the permission of the instructor to enroll in the course.

Changing Programs: MSABA Program to/from MSWABA Concentration

Students desiring to change their degree path from MSABA to MSWABA or vice versa may do so under the following guidelines:

Any student changing from either program to the other must submit two items together to the Program Director of the program in which the student wishes to enroll:

1.   Petition to Amend Degree form

2.   A written professional justification that outlines the rationale for the request for a program change.

The Director of the program to which the student wishes to transfer will use professional discretion and academic standards to guide decisions concerning the transfer of any previously earned eligible academic credits to the new program.

For MS ABA students changing to MSW ABA:

1.   The change must take place before the 1st half of the ABA 5748 course (Behavior Change and Processes) and/or before completion of the second ABA practicum or before the completion of no more than six credit hours of ABA coursework.

2.   If a student wishes to change programs after the completion of six credit hours of the ABA program, he/she will have to complete a full application and all the necessary application steps for the enrolling program as appropriate, including (but not limited to) interviews, submission of letters of recommendations, and submission of transcripts from other institutions.

MSW Course Descriptions

To see a listing of current courses offered in the School of Social Work with course descriptions please go to the SLU Academic Catalog. At times a course may not be offered due to lack of faculty resources, low enrollment, scheduling conflicts, or other factors.

Dual Degree Programs

NOTE: Students must begin a dual degree program before they are half-way (24 credits) through either degree plan. Students who have credit hours over half or who have graduated are not eligible for the dual degree plan.

MSW/MSABA Dual Degree Program

The MSW and ABA programs offe r a dual Master of Social Work (MSW) and Master of Science in Applied Behavior analysis. Through a dual track of coursework and fie ldwork, this program is

designed to:

1.   Enhance students' foundational learning to fully and completely introduce the learner to both fields of study prior to practice.

2.   Increase student eligibility to pursue doctoral programs in either social work or ABA disciplines.

3.   Equip students with more clinical expertise than what is offered through the ABA concentration.

The program is 64 credit hours. Students should refer to the MSW ABA Dual Degree roadmap when determining order and semester for courses to ensure prerequisite courses are selected first (or concurrently, where permissible), assuring timely degree completion. Note: Students must receive a B or better in all ABA courses to pass. Also Note: Students must begin a dual degree program before they are half-way (26 credits) through either degree plan. Students who have credit hours over half or who have graduated are not eligible for the dual degree plan.

MSW/MAPS Dual Degree Program

The School of Social Work and the Aquinas Institute of Theology at Saint Louis University offer a dual Master of Social Work (MSW) and Master of Arts in Pastoral Studies (MAPS) program.

Through a dual track of coursework and fieldwork, this program is designed to:

1.   Prepare students for professional social work practice while providing a solid foundation in theology, ministry, and biblical studies.

2.   Enable students to integrate the psychosocial, economic, political, and spiritual dimensions of societal and health care problems.

3.   Inspire students to serve individuals, families, and communities through social action for the common good.

The program provides the framework, skills, and resources for a spiritually sensitive social work practice while deepening professional commitment to social justice based upon the Gospels. The program also creates an opportunity for church ministers to obtain clinical professional licensure and develop micro and macro skills for community service. The combination of the MSW degree and the MAPS degree requires a total of 78 credit hours.

MSW/MPH Dual Degree Program

The Master of Social Work (MSW) and Master of Public Health (MPH) dual degree program is offered in cooperation with the Saint Louis University College for Public Health and Social Justice. This program was initiated in 1984. The MSW/MPH Program allows the student to specialize in the social service aspects of public health and prepares the student for a variety of positions in healthcare settings.

A student entering the combined program must meet the admissions requirements of both programs and must select the Clinical concentration in the MSW Program. Integration of learning in the two professions is facilitated by a second-year practicum that meets the practicum requirements of both programs. In addition, a number of courses meet the academic requirements of both programs. The combination of the MSW degree and the MPH degree requires a total of 74 credit hours.

MSW/JD

The Master of Social Work and the Juris Doctorate in the Saint Louis University School of Law remain separate degrees. For students who want to seek both degrees, 9 credit hours of each degree plan are accepted by each program as electives. In pursuit of these degrees, students are required to be admitted by both programs and they begin their first year as full-time law students.

MSW/Master of Divinity or Spiritual Care with Deaconess Certification, MA

The Master of Social Work and Master of Divinity and Spiritual Care with Deaconess Certification, MA are dual degree programs with Concordia Lutheran Seminary. With either of these dual degrees, students are able to prepare to provide social work in Lutheran missions and social service agencies. Students gain knowledge and skills in blending Lutheran faith beliefs, spirituality, and religious service with the professional practice of social work.

MSW/Master of Arts in Criminology and Criminal Justice, MACCJ

The Master of Social Work, and Master of Arts in Criminology and Criminal Justice are offered within the School of Social Work. Students interested in interdisciplinary skills and preparation to handle complex challenges with marginalized populations who interact with the criminal justice system. The dual is designed to provide students with a comprehensive education in both disciplines. Students complete the main required elements of each degree program.

MSW PROGRAM POLICIES AND PROCEDURES

Conditional Admission

Students may be admitted on conditional admission status if they do not meet or exceed admission criteria considered by the MSW Admissions Committee. These criteria include:

- Minimal cumulative GPA of 3.0
- Strength of undergraduate/previous graduate preparation
- Two strong academic and/or professional references
- A thoughtful and well-written professional statement
- Employment/volunteer/practicum experiences in human and or health services
- Motivation, leadership, and service potential
- Personal and professional maturity

When an applicant does not meet admissions criteria, the Director of Graduate Recruitment and Admissions will make a referral to the Student Affairs Committee (SAC) for further review. Upon review of the file, the committee may admit the applicant on Conditional Admissions (i.e. probation) for the duration of one semester. Students are informed of the admission decision through a letter from the Director of Graduate Recruitment and Admissions. Included in the letter is a contract outlining the requirements that the student must successfully complete. Conditionally admitted students may not register for more than six credit hours during their first semester and must maintain a 3.0 cumulative GPA. Failure to meet a 3.0 GPA, and any other requirement of conditional admissions may result in dismissal from the program. If relevant to the pursued degree, conditional students are not eligible to plan for practicum until the successful completion of their conditional status. The determination is made by the Student Affairs committee after a review of the student's academic performance and consultation with their advisor or

instructors at the end of each semester. The student will receive a letter of removal from conditional admission, or other action, from the Director of Graduate Recruitment and Admissions. The student can appeal the decision within 10 days by submitting a written appeal to the Dean of the School of Social Work.

Registration

All students will have an advising meeting with their Faculty Advisor prior to registering. Students are required to register online in SLU Banner Self-Service or Courses@SLU after checking their DegreeWorks for their remaining course requirements. All three systems can be found in student's MySLU applications. Registration for the spring semester generally takes place in November.

Registration for both the Summer and Fall semesters usually takes place in April. For each registration period, students receive registration information on Banner Self-Service. Students are urged to register early in order to secure the classes they need; decisions about canceling courses will be made two weeks prior to courses starting.

Per University policy, continuous enrollment in the Fall and Spring semesters is required. Students who will not be enrolled in a Fall or Spring semester should contact the MSW Program Director about taking a Leave of Absence.

The MSW Program course schedule and semester time frames do not always follow Saint Louis University's graduate school calendar as the program offers 1-week intersession courses, 5-day Saturday courses that run from 9:00-4:00 for 5 weeks, a 10-week summer session and some hybrid and online courses.

Advising

Following acceptance to the MSW Program, every new student receives registration and advising information via email, where the MSW Program Coordinator and the MSW Program Director provide general information to students about the University so they can register for their first semester. Shortly after the beginning of the student's first semester, they will be assigned to a faculty advisor who is teaching in the student's choice of concentration and/or area of interest.

Advisors seek to understand the educational and career goals of students and provide assistance and mentoring in course planning, registration, and with other academic and career concerns. The School embraces an adult learner model of advising, with advising meetings often scheduled as requested by the student. However, the student must meet with her/his advisor prior to the time of each registration (typically every October and every March). The MSW Program Coordinator notifies students and faculty advisors of the dates during which registration is to occur. Students then contact their advisors to arrange mutually convenient times to meet. Any later changes in registration (e.g., adding, dropping, or changing courses) must also begin by consulting with one's advisor. At any time during the progression through the program, students may request a change of advisor. Requests are submitted in writing to the Director of the MSW Program.

Grading Policy

There is no uniform grading scale related to letter grades in the School of Social Work. Faculty members have the academic freedom to determine grading scales for each class.

1.   The grading system in the MSW Program for academic courses consists of the following letter grade system: A, A-, B+, B, B-, C+, C, C-, and F.
2.   The grading system for practicum courses consists of the grades of S (Satisfactory) and U (Unsatisfactory).

3. The grades of S and U carry no grade point equivalents and are not calculated in a student's overall grade point average (GPA).
4. A grade of I (Incomplete) is given only in unusual circumstances and at the discretion of the instructor. The student must complete and sign a Petition for Course Extension which states the reason for the incomplete work and specifies the date by which the incomplete coursework will be completed. A grade of I must be replaced by the date specified by the instructor, but no later than the end of the following semester, or an F or U grade will be recorded for the course.
5. A student with three or more outstanding incompletes may not register for additional academic or practicum courses.
6. A student with a grade of "IP" for longer than a year will receive an "F" for the course.
7. A student may withdraw from an academic course with a grade of W before or on the date of the "Last day to withdraw" as specified in the Saint Louis University Schedule of Classes by completing and submitting a Change of Registration form. The deadline for withdrawing from an academic course during the semester is usually the Friday of the sixth week of classes; consult the SLU Academic Calendar online in the semester a withdrawal is being sought to find the exact deadline.
8. Withdrawal from a practicum course any time after the beginning of the semester requires the prior approval of the Director of Field Education. The Director of Field Education shall consult with the student's Field Instructor before deciding whether or not to approve a request to withdraw. Such approval will be given only in cases where there are serious extenuating circumstances.
9. If an agency requests a student to withdraw from a practicum because of the quality of the student's performance in the practicum, a grade of U will be assigned for that practicum course subject to the review and approval of the Director of Field Education.
10. A student who withdraws may be entitled to a partial refund according to the University's established refund policies. Students should consult the Tuition and Refund Schedule published online by the University for each semester.
11. Cancellation of registration that entitles the student to a tuition refund will be approved by the Director of the MSW Program only in rare and extraordinary circumstances such as a serious illness or death in the family.
12. Students enrolled in generalist/foundation courses and ABA courses must achieve a grade of B or higher or be retaken. These courses include SWRK 5702 Social Policy, SWRK 5725 Human Behavior and the Social Environment, SWRK 5750 Social Work Practice with Individuals, Families, and Groups, SWRK 5751 Social Work Practice with Communities and Organizations, and all ABA courses.
13. A student who receives a grade of a B- or below in a generalist or an ABA course will be required to meet with the MSW and (ABA when relevant) program director.
14. A student receiving two B-'s or below for the same generalist/foundation or ABA course will be unable to proceed with other courses in the MSW program until they pass the course with a B or better.
15. If a student has not completed his/her practicum within the required practicum time limit for a semester and is actively working on completing it, an IP (in progress) will be entered until the practicum is complete.
16. A student receiving a grade of U or C- and lower in any required course or practicum must retake the course or practicum.
17. A student who earns a combination of U or C- or lower in any two courses over their time in the program will be dismissed from the program.
18. A student receiving a grade of C- or below in an elective course will consult with his/her advisor to select a replacement course. This may be either the same course or an appropriate substitute.

19.   A student must earn a satisfactory grade (B or higher for generalist/foundation and ABA courses; C or better for other courses; S in practicum), for any course that needed to be retaken, the next semester it is offered or within 12 credit hours of receiving the grade.
20.   A student must maintain a cumulative GPA of 3.0 and do minimally acceptable work (B or higher for generalist/foundation and ABA courses; C or better for other courses; S in practicum) to be in good academic standing in the MSW Program of the School of Social Work.
21.   A student dismissed for any of the reasons enumerated in this section may file a written appeal with the Dean of the School. The appeal should specify the extenuating circumstances that would account for the student's previous performance and provide evidence that the student currently has the ability to complete the program successfully. The appeal must be filed within 10 calendar days of the issuance of the letter of dismissal. The decision of the Dean will be final.
22.   A student must have at least a 3.0 cumulative GPA in order to graduate.

Academic Probation

If a student's cumulative GPA falls below a 3.0 or a student receives a grade of C-, D, or F in an academic course or a grade of U in a practicum course, he/she will automatically be placed on academic probation and the MSW Program Director shall send a letter of academic probation status to the student. Within the next 9 credit hours of coursework, the student needs to show an improvement in grades and raise the GPA to 3.0. Students on Academic Probation are not eligible to plan for or enroll in practicum until they are removed from Academic Probation. To see the university academic probation policy go to: https://catalog.slu.edu/academic-policies/academic- policies-procedures/academic-standing-undergraduate/

Academic Dismissal

Students will have an automatic dismissal from the MSW program for any of the following reasons:

1.   If the student receives any combination of two grades of C- or below or U during their time in the program.
2.   If the student fails to move off of academic probation within 9 credit hours.
3.   If, by the end of the 4-year limit for completion of degree requirements, the student does not have a 3.0 GPA.
4.   If, by the end of the 4-year limit for completion of degree requirements, the student has not completed all required courses.

Dismissal decisions and notifications are handled by the MSW Program Director. A student may appeal the decision within 10 calendar days by submitting a written letter to the Dean of the School of Social Work.

Withdrawal from Course

After the semester's final drop period ends (usually in the 4th week of the semester), students have 3-4 additional weeks to withdraw from a course with a grade of W for Withdrawal on the transcript. If a student withdraws from a required course, they still need to take it, and the course will be listed twice on the student transcript, once with a grade of W and again with whatever grade the student earned in the course. Consult the SLU academic calendar for the exact Withdrawal from Course deadline in a specific semester and year: http://www.slu.edu/registrar/pdfs/drop.pdf

Leave of Absence

A leave of absence means the student is remaining in the degree program and intends to finish the MSW at SLU, but seeks a semester away from coursework to take care of other issues in his or her life. Students are urged to be extremely cautious in requesting a leave of absence. During the leave period, students do not have enrollment status for purposes of health insurance, loan deferment, or access to campus libraries and computer services. The time taken during an approved leave of absence will, for graduate and professional students like MSW students, not be included as part of the time students have to complete their degree (4 years total for MSW students). However, if students have received loans that are being deferred, they will lose their deferment status while on leave. There is no guarantee that a Leave of Absence request will be granted. If students want to be considered for tuition scholarships upon their return from Leave of Absence, it is their responsibility to apply for financial aid by the appropriate deadline. Complete the Leave of Absence Form at the link below and give the signed form to the Director of the MSW Program: http://www.slu.edu/registrar/pdfs/leave_of_absence.pdf

Withdrawal from Degree Program

A withdrawal from the degree program means the student is not remaining in their degree program and does not intend to finish the MSW at SLU. Complete the Intent to Withdraw Form at the link below and give the signed form to the Director of the MSW Program: http://www.slu.edu/registrar/pdfs/withdrawal.pdf

Four-Year Completion of Program Requirement

All students have four years from their date of entry into the program to complete the 48 - credit hours requirement of the MSW Program. This means that students must take at least 6 credits every fall, spring, and summer. Any student who cannot comply with this requirement and has a legitimate reason for being unable to do so may request an extension. The written request for extension should be approved by the faculty advisor and sent to the Director of the MSW Program for consideration. The request should explain reasons for an exception to this policy as well as include a detailed timetable for completion of course requirements. The student will be notified in writing by the Director of the MSW Program of the acceptance or rejection of this request.

Graduation

Students planning to graduate must apply online through Banner Self-Service to graduate. This is to be done the semester before or early in the semester in which they plan to graduate. Students will have the option to request a letter of good standing from the MSW Program no more than 60 days before the degree conferral date. Notices regarding the availability of applications and their due dates will be announced in emails to students. This application is required and provides your address for where the diploma should be sent.

Pre-Commencement and Commencement Ceremonies

There are pre-commencement and commencement ceremonies held every year in December and in May. Students completing the degree in May or August are invited to the pre-commencement and commencement ceremonies in May. Students completing the degree in August and December will also be invited to the December and following May graduation ceremonies. Students completing the degree in December are also invited to participate in the pre-commencement ceremonies the following May. All graduating MSW students who participate in pre- commencement and/or commencement ceremonies are required to buy a cap, gown, and hood. At the pre-commencement ceremonies, student's names will be individually read and they will be "hooded" as is the custom for master's graduates. The Program Coordinator will email Students instructions on how to order regalia (cap, tassel, gown, and hood) from the SLU Barnes and Noble bookstore.

Financial Aid

The School of Social Work assists students in obtaining financial assistance to help pay for the cost of graduate education. The two most immediate resources to learn about financial aid are the SSW Director of Graduate Recruitment and Admissions (314-977-2752) and the University's Office of Student Financial Services, located in DuBourg Hall (314-977-2350).

The School's funds for financial aid are primarily in the form of merit-based scholarships. The School attempts to provide support to as many students as possible. This means that the awards are small but a greater number of students are helped than would be the case if large awards were made to a few. Partial scholarships are awarded, as funds allow, to students who can demonstrate academic and or community service merit. In addition, the School has Full and Partial Graduate and Research Assistantships which provide opportunities to work closely with faculty and receive tuition remission. The Full Graduate Assistantships also provide a stipend and student health insurance. Faculty often receive other funding for evaluation projects where students are notified of additional financial support opportunities. Students interested in further information regarding financial aid administered by the School of Social Work are encouraged to consult with the Director of Graduate Recruitment and Admissions, Room 212, Tegeler Hall, Phone: 314-977-2752.

In addition, there are a few programs for loan forgiveness for social workers. Loan forgiveness requires working in underserved areas or agencies or in the case of the Public Service Loan program, releasing all further debt after 10 years of working in the field and paying on your loans.

National Health Service Corp Loan Forgiveness: http://nhsc.hrsa.gov/loanrepayment/

Public Service Income-Based Loan Forgiveness: http://www.finaid.org/loans/publicservice.phtml

Also, check with your state's child welfare division as some states are offering loan forgiveness for work in public child welfare.

Grievances

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/or the Dean of the School of Social Work. The Dean and or/Associate Dean will forward the grievance for review to the MSW Program Director. 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 feels 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 and any overall program policies with the Director of the MSW program. For graduate students, any concerns related to grades, harassment, or discrimination may be considered as a written grievance but should also be reported as soon as possible to the MSW Program Director.

The MSW Program Director will meet with the student to discuss possible ways to address the situation and/or to inform them of the need for a written grievance. Once the MSW Program Director receives and reviews the written grievance, a meeting will be convened within 10 working days with the student and the MSW Program Director. Advocates will not be allowed for graduate grievance meetings. Following consideration and review, the MSW Program Director shall forward a written recommendation of action to the Associate Dean for Academic Affairs and/or Dean of the School of Social Work. Within an additional five working days, the student shall have a response to their grievance.

When a graduate student has reason to question the decision of the MSW Program Director in an academic matter, the following steps are available to the student. The student should convey the

complaint to the Associate Dean for Academic Affairs and/or the Dean of the School of Social Work in writing. If a satisfactory solution is not reached, then the student may convey the complaint to the Vice President for Graduate Education in writing or in person. The matter will be reviewed for adherence to process(es), and the student will be informed of the findings.

SLU Harassment Policy

Please click the link for information on the SLU Harassment Policy: https://www.slu.edu/human-resources/policies.php

Professional Competence

"Professional competence" refers to expected behaviors that are required of Saint Louis University School of Social Work students who are also developing as professionals. Students are expected to maintain positive and constructive interpersonal communications and relationships with faculty, students, staff, and persons in practicum agencies. Students are expected to positively contribute to the academic learning environment within the classroom, school, and in practicum placements. This includes respecting diversity and not participating in any form of discriminatory action. As a student in a professional school, emotional stability is necessary for practice.

Additionally, students enrolled in the School of Social Work are asked to abide by the NASW Code of Ethics in their field practica as well as in classes or small group work.

In section 4.05 (a) of the Code, it states, "Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional relationship. (b) Social workers whose personal problems, psychosocial distress, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others" (NASW, 1999, p. 23).

Conducting oneself with integrity and resolving conflict in a respectful manner are also demonstrations of professional competence.

In addition, a policy on Professional Expectations is included on every School of Social Work course syllabus. The policy is as follows:

Professional Expectations

Students will treat their classroom obligations as they should treat any serious professional engagement. This includes but is not limited to:

1. Preparing thoroughly for each session in accordance with the instructor's request.
2. Arriving promptly and remaining until the end of each class meeting.
3. Participating fully and constructively in all classroom activities and discussions.
4. 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.
5. Adhering to deadlines and timetables established by the instructor.
6. Submitting original papers written specifically for each course. The same paper is not to be submitted in more than one course. When writing a paper, students are allowed to use previously cited literature.

7.   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.

In the event that a student is not demonstrating behaviors reflecting professional competence, then a faculty member, student, staff person, or practicum instructor can request a professional review with the Chair of the Student Affairs Committee (SAC). The Chair of the SAC will then convene the faculty members of the SAC, which may include other faculty depending on the circumstance and faculty availability. The SAC will review the referral, obtain additional information if needed, and meet with the student. The student is able to bring one person as an "advocate" to the meeting if they desire. The outcome of the meeting would include any of the following:

1.   A warning: a discussion with documentation for the student's file only. No further action will be taken, but future violations of standards or policies may result in probation or dismissal.
2.   Suspended Imposition of Probation: The student must complete clearly defined tasks by set deadlines to remain in good standing. If the student does not complete tasks by deadlines, student will be placed on probation.
3.   Non-Academic Probation: The student must complete clearly defined tasks by set deadlines to remain in and graduate from the program and have no further violations while in the program. Students pursuing degrees requiring practicum who are placed on probation for professional competence violations may not plan or complete a practicum until they are no longer on probation.
4.   Dismissal: The student is dismissed from the program and must appeal to remain in the program.

The overall focus for the first three outcomes will be strengths-based and solution focused with the aim of assisting the student in continuing with and achieving success in the program. The SAC will then submit a report with recommendations to the Director of the program in which the student is enrolled. The Program Director will then make a final determination and will meet with the student to discuss the final decision and provide a written letter or contract. If the student desires to appeal the decision, the student must present a written appeal to the Associate Dean of Academic affairs and/or Dean of the School of Social Work within 10 business days of the notice of the outcome of the review meeting.

Academic Expectations

Academic expectations include successful completion of all assignments in the courses as well as meeting all requirements for the degree plan. Successful completion is defined as maintaining the necessary grades and GPA for the degree as well as not having any violations of academic integrity. On every syllabus in the School of Social Work, the academic integrity and honesty policy appears. Please click on this link to review the University Academic Integrity Policy: https://www.slu.edu/provost/policies/index.php

Additionally, academic dishonesty is an ethical violation of the NASW Code of Ethics. As a part of ethical responsibilities as professionals, the Code outlines,"4.08 (a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed. (b) Social workers should honestly acknowledge the work of and the contributions made by others." (NASW, 2009)

Examples of academic dishonesty would include 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, and colluding with another student or students to engage in an act of academic dishonesty.

Where there is clear indication of such dishonesty, a faculty member or administrator has the responsibility to apply appropriate sanctions. Investigations of violations will be conducted in accordance with 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 a violation of academic integrity include, but are not limited to, disciplinary probation, suspension, and dismissal from the University.

In the event of an academic dishonesty situation, individual professors can decide either to handle the disciplinary situation themselves or to refer the situation for an academic review to the Chair of the Student Affairs Committee (SAC). Any faculty on the SAC that is involved in the situation put forward should recuse themselves from the situation. Following the referral, the Chair would convene the faculty of the committee and meet with the student. The meeting will focus as both a learning experience as well as gaining information to assess the situation. It is desired that a plan can be developed to assist the student in future academic success. The student can invite one person as an "advocate" to the academic review meeting. Possible outcomes of the meeting could include an "F" on the assignment, additional work requirements targeting learning around the work and academic dishonesty related to the course/assignment, an "F" in the course, academic probation, or dismissal from the program. The Student Affairs committee will forward a report with recommendations to the MSW Program Director. The Program Director will make the final decision and meet with the student and provide a letter or contract. Documentation will be placed in the student's academic record. It is shredded upon graduation. The student is able to appeal the decision within 10 days through a written letter to the Dean of the School of Social Work.

Student Associations

MSW Student Association (MSWSA)

As a student in the MSW program, you are automatically a part of the MSW Student Association (MSWSA). The MSWSA elects a leadership group annually. The leadership group then engages fellow students in various activities that often include social events, service activities, community advocacy events, and other collaborations. The MSWSA additionally has been offering book scholarships through drawings at events and professional funding for students to attend conferences or workshops. This money is from student fees that flow back to the association.

Additionally, the MSWSA offers leadership opportunities within the association and on School of Social Work governance committees. For more information, contact the assigned Faculty (Professor Beth Barrett) who serves as the advisor.

MSW STUDENT RESOURCES

School of Social Work Resources
Social Work Librarian
Rebecca Hyde
314-977-3106
Rebecca.hyde@slu.edu

Scholarship Questions

SSW Admissions
314-977-2752
socialwork@slu.edu

Career Services
Lauren Robinson
314-977-2168
Lauren.robinson.2@slu.edu

University Resources
IT Support Services
314-977-4000
ask@slu.edu

Student Financial Services
314-977-2350
sfs@slu.edu

University Writing Services
314-977-5595
writing@slu.edu

University Counseling Center
314-977-8255

Department of Public Safety
Emergencies: (314) 977-3000
General Info: (314) 977-2376

Housing and Residence Life
(314) 977-2811
reslife@slu.edu

Office of Equal Opportunity and Title IX
(314) 977-3838

Office of Student Responsibility and Community Standards
 (314) 977-7326

Professional Resources

NASW - National Association of Social Workers (professional organization)
http://www.socialworkers.org
> NASW-Illinois
> http://www.naswil.org/
> NASW-Missouri
> https://naswmo.socialworkers.org/

NABSW - National Association of Black Social Workers

ACADEMIC INTEGRITY POLICY

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 resour

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).

- o 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 <u>no</u> 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:
  - o 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.
  - o 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:
  - o Report of findings
  - o Syllabus
  - o Particulars of assignment
  - o Evidence (copies)
  - o Relevant email correspondence (if any)
  - o 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 not 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.]

- o 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.
  - o If the student is found <u>responsible</u> 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.
  - o If the student is found <u>not responsible</u> 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]

  - o If the student is found <u>responsible</u>:
    - 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.

  - o If the student is found <u>not responsible</u>:
    - 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 <u>not responsible</u>.

- 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:
  o 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.
  o 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**.
  o 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.
  o 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.**

  o If the student is found <u>responsible</u>:
    - 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.
  o If the student is found <u>not responsible</u>:
    - 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 <u>not responsible</u>.

The Office of the Provost decision is <u>final</u> 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