

Bachelor of Social Work (BSW) Student Handbook

Revised Summer 2024

Please note the following polices are specific to the BSW program. For other majors and minors please consult the student handbook for that department/school.

The President and officers of the University and the School of Social Work reserve the right to change requirements for admission or graduation announced in this handbook, and to change the arrangement, scheduling, credit or content of courses, the books used, fees charged and regulations affecting students. Also reserved is the right to refuse to admit, readmit, or to dismiss any student at any time, should it be deemed to be required in the interest of the student, the profession of social work, the school, or the University to do so.

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# The School of Social Work

The School of Social Work at Loyola University Chicago was established in 1914 and offers a program leading to the degree of Master of Social Work. The last reaffirmation of accreditation of the Graduate Program by the Council of Social Work Education was in 2006. An undergraduate major in Social Work was established in 1973. In 1985, a doctoral program leading to the DSW, (Doctor of Social Work), degree was approved by the University’s Board of Trustees, and it began in fall, 1986. In the spring of 2000, the faculty approved the Doctoral Program as a Doctor of Philosophy (Ph.D.) from the DSW. The Ph.D. is offered under the educational direction of the faculty of the School of Social Work in the Graduate School.

The School of Social Work has the same relationship to the University as the thirteen other colleges of Loyola (Arts and Sciences, Education, Nursing, Business, Law, Medicine, Communication, Health Science & Public Health, Environmental Studies, Graduate School, Arrupe, and School of Continuing and Professional Studies). It participates in the various service and administrative resources of the University and is dependent upon the University for Financial Support. The School of Social Work has autonomy for its internal operation; it has its own Dean; it controls its admission procedures in collaboration with Graduate Professional Enrollment Management (GPEM); it has jurisdiction over its curriculum; and it maintains student files.

# School of Social Work Mission

Loyola University Chicago is a Jesuit Catholic University dedicated to knowledge in the service of humanity. It is a comprehensive, independent urban institution of higher education and health care. In keeping with its Jesuit nature, the University endeavors to develop in the lives of its students, faculty, and staff a spirit of inquiry for the development and application of knowledge for service to others and for living a life which is dedicated to the enrichment of the world. Loyola University Chicago stresses the Jesuit ideals of concern for the individual, the acquisition and development of knowledge for the betterment of others, and the pursuit of social justice. The University emphasizes respect for the person, caring for others, and action in the service of faith and justice.

The Jesuit and University mission informs and underpins the mission of the School of Social Work, and it complements the mission of the social work profession well. Within the University, the mission of the School of Social Work is to prepare students for service to others and leadership as professional social workers and as scholars of social work practice. Loyola University School of Social Work has a long and proud tradition of educating students to for practice excellence. The University and the School of Social Work view this tradition as promoting the ideals of the Jesuit order and of the social work profession, both of which strive for the creation of a just society that cares for all people.

The School of Social Work is increasingly global in scope and is dynamic and diverse. Consequently, its mission is to educate students to understand the diversity of communities, to advocate for disenfranchised populations, and to respond to human needs, social justice and human rights issues with dedication, depth of knowledge, and ethically sound practice skills to fulfill the profession’s goals of a just society for all.

Loyola University Chicago School of Social Work is committed to removing all forms of discrimination and prejudice, including socioeconomic variances, differences in sexual and gender orientation, physical, cognitive, and emotional challenges, as well as those based upon age, race, ethnicity, gender, religion, and culture. This concept of diversity recognizes that discrimination, prejudice and other forms of injustice negatively affect human development, and that social workers must understand those forces and implement interventions to empower people to eradicate them.

The School of Social Work strives to instill a sense of mission in its students, and it endeavors to foster their intellectual, emotional, and spiritual growth so that our students are committed and prepared to live a life that is dedicated to service to others. We view the development of excellent and ethically sound practice skills, and values that are embedded within the history and context of the Jesuit order and the social work profession as integral to our mission. This mission is articulated at the bachelors, masters, and doctoral program levels.

At the baccalaureate level, the school prepares students for generalist social work practice. The mission of the BSW program at Loyola University Chicago is to prepare students for entrance into the social work profession as beginning level generalists in social work practice in a variety of settings. The BSW program is consistent with the mission of Loyola University Chicago and is in harmony with the Educational Policy and Accreditation Standards of the Council on Social Work Education.

# BSW Program Overview

Loyola University Chicago's School of Social Work introduces students to the dynamic, changing, and challenging profession of social work. Social workers help people of all ages and varying social and economic backgrounds in many settings including child and family agencies, programs for the mentally ill, programs for the developmentally and physically disabled, vocational rehabilitation and employment counseling, the criminal justice system, community centers, the child welfare system, hospitals, day care and schools. Loyola's BSW program offers a unique blend of professional and experienced faculty, an excellent social work curriculum with a strong liberal arts base, and a wide range of opportunities for internship and practical experience.

## Program Benefits

Loyola BSW graduates have been very successful in obtaining employment in their field, with some becoming employed in the agencies where they interned in their senior year Some graduates have chosen to work in corporate environments; others are pursuing advanced degrees in social work, law, industrial relations, business administration and public health. Social work employers recognize the specialized education and skills that empower BSW graduates to make an immediate impact on their organizations and in the lives of their consumers.

The BSW program fosters the mission of Loyola University Chicago by educating students with a broad based, liberal arts education that promotes the Jesuit, Catholic values of social justice, care of the person, and dedicated service to others. It promotes respect for human diversity, and cultivates the knowledge, values, and skills necessary to provide compassionate service to a wide variety of clients in range of social work roles and organizations. In consideration of these principles, the following are the goals of the BSW program:

# BSW Program Goals, Values, and Ethics

The goals of the BSW Program reflect the mission of the Jesuit order, Loyola University Chicago, the School of Social Work and the purposes of social work education. These goals incorporate the values and ethics of the social work profession and of social work education. The overarching goal of the School of Social Work continues to be to prepare social work practitioners who have integrated the knowledge, values, and skills of the social work professions for competent and ethical practice. The faculty of the School of Social Work believe that all professional social workers should practice in accordance with the standards presented in the NASW Code of Ethics. The following are the goals of the BSW program:

1. To develop students’ knowledge of social work practice with individuals, families, groups, organizations, and communities for generalist practice in a variety of settings.
2. To develop students’ understanding of social problems, related policies, and programs and services.
3. To prepare students to be critical consumers of social work research and to participate in the evaluation and development of knowledge for social work practice and programs.
4. To prepare students for practice with diverse populations.
5. To facilitate students’ development of a professional identity that incorporates the values and ethics of the social work profession.
6. To prepare students for careers and/or graduate education in social work.
7. To prepare students for lifelong learning and critical thinking through an educational process combining a liberal arts foundation with professional social work education.

## Values and Ethics

All social work practice is considered within the context of values and ethics essential to responsible actions. These values and ethics are premised on respect for others and principles of social and economic justice, with attention to the codes of ethics developed by professional social work organizations. At Loyola University School of Social Work, students are helped to acquire and demonstrate:

* Understanding of how social work is a value-based profession and the importance of a commitment to the worth and uniqueness of every person, self-determination, the pursuit of social justice and confidentiality.
* Action in accordance with the standards of professional integrity and the profession’s standards of ethical practice as defined in the NASW Code of Ethics and the School’s [Code of Conduct](https://www.luc.edu/osccr/communitystandards/).

## Diversity

Situated in a vibrant, multicultural milieu, Loyola University School of Social Work constantly strives to help its students to understand, embrace, and work effectively within a complex, diverse environment. They are helped to acquire and demonstrate:

* Appreciation of diverse cultural expressions and lifestyles within the U.S. and internationally, based on differences in gender, ethnicity, race, sexual orientation, religion, socioeconomic and other factors.
* Cultural diversity, an understanding of one’s own social location based upon ethnicity, culture, racial, sexual orientation, socioeconomic status and other factors, and a consciousness of the practice choices and challenges posed by similarities and differences.

# BSW Curriculum

The entirety of the BSW curriculum, emphasizing integrity, is designed to operationalize the mission of Loyola University Chicago and the values, goals, and objectives of the School of Social Work in order to prepare students for beginning level professional practice as BSW social workers with systems of all sizes, as well as for graduate study.

The BSW curriculum reflects an integrative approach to generalist social work practice. In each core course intervention on three levels - the individual, environment, and societal - is stressed along with the goal of improved functioning on each level. In the curriculum, students learn the knowledge, values, and skills, to work with individuals, families, groups, organizations, and communities.

The curriculum is also consistent with the Educational Policy and Accreditation Standards (EPAS) of the Council on Social Work Education integrating content on professional values and ethics, diversity, social and economic justice, and populations at risk through courses in human behavior and the social environment, social welfare policy and services, research, social work practice, and internship.

For current information regarding course sequencing, terms of availability, and course numbers of required classes, students should visit the BSW website on the School of Social Work’s website.

**Requirements for the Honors Program**: Candidates for the honors degree must meet the general requirements for collegiate honors.

## Liberal Arts Perspective

The Core curriculum is at the heart of the institution’s educational mission. The goal of a Loyola education is “preparing people to lead extraordinary lives.” The baccalaureate curriculum at Loyola University Chicago through the Core provides a solid liberal arts education for all undergraduate students. For more information on the Core, refer to the University’s website. <https://www.luc.edu/core/index.shtml>.

The Engaged Learning requirement to graduate can be fulfilled in many courses at LUC. Students taking SOWK 200 Introduction to Social Work at Loyola University Chicago will get credit for Engaged Learning. Transfer students will fulfill Engaged Learning through their internship in the senior year.

# Study Abroad

BSW students can participate in the School of Social Works “Mini-abroad” programs which take place for a limited number of weeks over Spring Break and in the summer each year. If they choose to take part in the University’s Study Abroad programs, they must do so when they have sophomore standing, or they may study abroad for one semester junior year if they have completed all required social work courses for junior year. Refer to the School of Social Work’s and the University’s websites for further information about study abroad programs.

# Five Year BSW/MSW Program

The complexity of modern societal systems, such as the child welfare and mental health systems, makes the MSW degree a requirement for many positions. Students who earn both the bachelor's and master's degrees in social work enjoy increased career mobility and a wider scope of job prospects in clinical work, supervision, and administration.

The School of Social Work offers a 5-year MSW program that allows students to complete both levels of social work education in 5 years. Students have the option of receiving their BSW and not going into the MSW program. The benchmarks for the 5-year program are stated below.

|  |
| --- |
| **Standards** |
| 3.0 Cumulative GPA senior year |
| Behavioral Comportment*Any student who has demonstrated behaviors that are considered “disruptive” by Loyola University Chicago standards in classroom and/or community settings as part of academic coursework and/or the NASW Code of Ethics may be refused acceptance.* |

Seniors may apply to the 5-year program after the first semester of their senior year. The BSW Program Director reviews the transcripts of BSW students and determines their approval for provisional acceptance into the MSW program after completing their undergraduate degree.

# Internship Experience

All students who plan to graduate with a BSW must fulfill the requirement of an internship in a community agency designed and approved by the School of Social Work. Students are required to complete a 400-hour internship their senior year.

Loyola is affiliated with an array of agencies that offer a variety of service models and orientations, highly value our students, and provide quality learning experiences to them. Students should not seek out their own internship sites. All internships must be approved by the Internship team.

Below are the steps in the internship process:

* Students must have satisfactorily completed or anticipate completion of SOWK 200, 201 or 307, 305, 370, and 350 prior to the fall of their senior year in order to participate in the application process for the internship.
* The application to internship must be completed in [SONIA](https://soniaplacements.luc.edu/SoniaOnline/School.aspx?SchoolId=1), which is the School of Social Work's internship platform. The SONIA internship platform will provide students with a list of potential internship sites.
* Students send their resume and cover letter to sites they choose from the list in SONIA, and the sites may contact students for an interview.
* Receive an offer from an internship site and set a start-date. Submit the Internship Confirmation form to complete process.
* Additional requirements are listed in the School of Social Work Internship Manual available on the School of Social Work’s website.

Ordinarily, the one-year internship is designed as a two-semester (SOWK 330 and 340), 400-hour internship, in which students are required to assume the duties of a professional social worker. Students complete 16 hours/week at internship from fall-spring or spring-summer, or 35-40 hours/week if completing a summer “block” internship.

Students are typically at their internships Tuesdays and Thursdays for at least 8 hours each day during an agency’s “normal business hours.” Students may be able to discuss an alternate schedule if that works for their internship site and class schedule.

The internship courses (330 & 340) must each be passed with a grade of "C" or above. If a student receives a grade below "C" in either course, both courses must be repeated at another internship site. If the student’s overall GPA or social work GPA falls below required level, other actions may ensue.

# Independent Study

Independent study is an area of study relevant to the school’s curriculum that is developed by the student and faculty member directing the independent study course. Together with a faculty member, students may devise a research/writing/activity program appropriate for an independent study. The student develops a plan and performs activities, then reports on their implementation and results.

It is intended to supplement and enrich the elective part of the curriculum. Independent studies are NOT intended to substitute for required courses. An independent study course may offer one, two, or three credits. Students can only do one independent study per semester.

The maximum number of credits that can be earned by a student through independent study is six credits. Note: students with majors/minors in departments/schools outside of social work should check with that department for rules.

An independent study is formalized when:

* a full-time faculty member of the student’s choice agrees to sponsor a course of study proposed by the student.
* The faculty member and student contract together regarding the expectations for the course. A major work product is required but will vary depending on the nature of the proposed course agreed upon with the instructor. For specific information, students can consult with their advisor. All independent studies must be formally approved by the BSW Program Director.
* An Independent Study Request Form can be found on the School of Social Work [website](https://www.luc.edu/socialwork/student-support/forms/). A copy of the completed form with the instructor’s signature, including a written proposal summarizing the product to be submitted should be given to the BSW Program Director for formal review and approval. Other copies should be kept by the student and the instructor. The BSW Program Director will register the student for the course via LOCUS after the above procedure has been completed. Note that students will need to report the number of credit hours requested on the independent study form if it is beyond one credit hour. SOWK 360 represents the BSW independent study course.

# BSW Advising

Freshman and sophomore students are advised in the Office of University Advising; junior and senior students are advised in the School of Social Work. Transfer students (students who enter Loyola with 20 or more credits earned in a college or university setting) receive advising in the school of social Work.

For advising purposes first-year students are defined as those students who enter Loyola with fewer than 20 credits hours earned in a college or university setting. Sophomores have at least 30 earned credit hours, including credit earned at other colleges or universities; juniors at least 60 credit hours; and seniors at least 90 credit hours earned. Advanced Placement and International Baccalaureate credits are not counted in the determination of class standing for advising purposes.

Each semester students who are social work majors are notified via e-mail regarding the need to see their advisor to plan courses for the following semester. Students may schedule course registration advising appointments through Navigate. Students can also schedule individual advising sessions throughout the academic year for general advising, degree completion planning, and urgent academic or personal issues

Freshman and sophomore students meet with their First/Second Year Advisor at designated times prior to registering for the upcoming term.

**BSW Program Transfer Credit**

For undergraduate students, Loyola University Chicago has developed Transfer Guides for many community colleges in Illinois that are listed on the web, indicating courses that satisfy Loyola's undergraduate Core Curriculum and specific requirements for the School of Social Work.

Other academic courses not listed on the Transfer Guides may transfer as electives. A maximum of 64 semester hours can be transferred from community colleges, and there’s no maximum number of credits that can be transferred from four-year institutions. Review social work courses for transfer into the major is done by the Director of the BSW program. The School of Social Work does not give academic credit for work or life experience.

In addition to meeting the Core Requirements of Loyola University and the requirements of the BSW degree program, a minimum total of 120 credits are required for the Loyola bachelor’s in social work Degree. The School of Social Work does not give credit for work experience.

The undergraduate studies catalog states that current degree-seeking Loyola students may not take courses at another college or university without previous written consent.

Students should begin the process by meeting with their academic advisor. If the student has compelling reasons for taking a course elsewhere, the student should bring a catalog description of the course to their academic advisor and request permission. Permission to enroll in a course at an institution other than Loyola is driven by a student’s academic need to take a specific course, during a specific term, in combination with extenuating circumstances that prevent the student from being able to take the course(s) at Loyola. Prior to enrolling in a class outside Loyola, students must obtain a signed approval on the “Permission to Take Course Elsewhere” form found on the website.

## Transferring to the School of Social Work from within Loyola

To transfer to the School of Social Work within Loyola, students must complete an [Internal transfer application](https://www.luc.edu/media/lucedu/socialwork/pdfs/advisingsupportforms2019handbook/Internal_Transfer_Application_19-20.pdf), which is available on the School of Social Work website [Forms & Handbooks](https://www.luc.edu/socialwork/student-support/forms/) page, and submit the application to SOWK-Advising@LUC.edu. Students will be notified of acceptance, conditional acceptance or denial.

## Multiple degree seeking students or students who wish to drop a second major

Students who wish to declare a second major along with social work in a different school must complete a [Multiple degree application](https://www.luc.edu/media/lucedu/socialwork/pdfs/advisingsupportforms2019handbook/Multiple_Degree_Application_19-20%20%281%29.pdf). Students who are currently enrolled in multiple schools who wish to discontinue one of the school’s major/programs must complete a Request to Discontinue School/College Form (also available on the School of Social Work’s website). Both forms can be submitted to SOWK-Advising@luc.edu.

**Registration**

Students self-register in LOCUS. The following link outlines the process: Basics of Registration (panopto.com).

The University assigns enrollment times based on completed credit hours earned two weeks prior to registration. Students can visit manage classes in LOCUS and click the enrollment dates to view their enrollment appointment. Students are encouraged to put courses in their shopping cart prior to their enrollment appointment to make the enrollment process faster on registration day. Students in the undergraduate Honors Program and athletes have priority registration times.

## Registration Holds

Students are responsible for reviewing their "Hold" status in LOCUS to ensure that they do not have outstanding tasks that would create registration holds. Blocks can be placed for a variety of reasons including but not limited to outstanding transcripts, outstanding tuition, and missing/ incomplete immunizations. Students can learn how to resolve holds on their account by clicking on their hold to view the details.

## Override Policy for BSW Courses

Once a course has reached capacity, it will close. These are the circumstances in which overrides into a closed class will be considered:

* If it is a student’s final semester, and the student needs the course for graduation.
* If the course is required for a student to graduate on time, but the course will not be offered again prior to the student’s anticipated final semester.
* The student needs the course as a prerequisite or corequisite to progress in the major the following semester.
* All other sections of the course are full.

Academic Advisors can do an override if the student meets the criteria above. To request an override, students should email their advisor and include: their name as it appears in LOCUS, student ID#, course requested, course section or class number, and a contact number. For courses outside of Social Workstudents need to contact the department for override approval.

## Withdrawing and Adding Courses

Students should refer to the University’s Academic Calendar which outlines the deadlines for dropping and withdrawing from classes.

After the last day to drop without a "W", students may withdraw from a class or classes with the grade of “W” based on calendar dates noted for each term on the official university academic calendar.

Most students do not need permission to withdraw from a class or classes during any term. Students that are blocked from dropping a class or classes during an academic term should meet with their academic advisor, program director, or associate/assistant dean.

Students who stop attending a class but have not officially withdrawn will not earn a grade of "W".  A student in this situation will earn a grade based on coursework completed minus any work, including a final exam, that is not completed. This includes students that make the decision to stop attending after the final date to earn a “W”.

The bursar maintains the withdrawal schedule for any tuition credit for a class or classes that a student withdraws from during any term. This schedule is posted on the [Loyola Bursar website](https://www.luc.edu/bursar/withdrawalschedulechangecalendars/).

Students contemplating official withdrawal from a class or classes and receiving or expecting to receive financial assistance should consult with the Office of Student Financial Assistance.

# Grading Policy in the School of Social Work

Earned credit hours are those that a student receives by successfully passing a course. Attempted credit hours indicate the amount of work the student attempted without reference to grades received. The hours for any course with a final grade other than "W" (withdrawal) or "AU" (audit) are included in attempted credit hours. Attempted credit hours (except for pass no pass courses) are used in computing a student's scholastic average or standing.

Course credits for each class vary across the university. When a student registers for a course the credit hours will be noted in the course description. Independent studies are the exception and can be taken for one, two or three credit hours in consultation with the faculty member who is supervising the independent study.

Letter grades and plus/minus indicators (suffixes) are used by instructors to indicate a student's quality of achievement in each academic course. The grading system below used in the Loyola School of Social Work is the same that is used within Loyola University. As noted in course syllabi, the primary letter grades are assigned using the criteria below.

**Grading Rubric:** Note: Other majors and minors may use a different grading schedule.

| **Letter grade** | **Description** | **Grades** | **Grade points** | **Percentages** |
| --- | --- | --- | --- | --- |
| **A** | Overall performance is **Exceptional.** | AA- | 4.003.67 | 96-100%92-95% |
| **B** | Overall performance is **Good.** | B+BB- | 3.333.02.67 | 88-91%84-87%80-83% |
| **C** | Overall performance is **Acceptable;** work meets basic expectations set by instructor A grade of C requires that social work majors (BSW and MSW) retake the course. | C+CC- | 2.332.01.67 | 76-79%72-75%68-71% |
| **D** | Overall performance is **Poor;** student must retake course. | D+D | 1.331.0 | 64-67%63-60% |
| **F** | Overall performance is **Unsatisfactory;** student fails course. Effect of a final grade of F may vary by academic program. | F | 0 | Below 60% |
| **I** | Incomplete |  |  |  |
| **W** | Withdrew from class within university timeframe |  |  |  |
| **NR** | Student has never shown up for class or submitted assignments. |  |  |  |

## Credit Hour Defined

The credit hour, sometimes called the semester hour, is the standard for computing the amount of a student's scholastic work. A credit hour is normally defined as one lecture, recitation, or other class exercise of 50 minutes per week per semester. Two 50 minute periods of laboratory or studio work are frequently equivalent to one credit hour.

Earned credit hours are those that a student receives by successfully passing a course. Attempted credit hours indicate the amount of work the student attempted without reference to grades received. The hours for any course with a final grade other than "W" (withdrawal) or "AU" (audit) are included in attempted credit hours. Attempted credit hours (with the exception of pass no pass courses) are used in computing a student's scholastic average or standing.

## Grades and Credit Points

Letter grades and plus/minus indicators (suffixes) are used by instructors to indicate a student's quality of achievement in a given academic course.

## Quality Points Defined

Quality points are determined by multiplying letter grade credit point value by the credit hours of a course. If a student earns the grade of "A" in a 3-credit hour course, he or she has earned a total of 12 quality points for the course (4 credit points for the "A" multiplied by 3 credit hours for the course). A student who earns a "B+" for a three credit-hour course, therefore, earns a total of 9.99 quality points for the course. Courses in which "F" or "WF" is earned are counted in the total attempted credit hours and receive zero quality hours.

## Grade and GPA Requirements

BSW students in keeping with university policy must maintain an overall 2.0 GPA. If the GPA is below 2.0 the university policy for probationary status and/or termination from the university will be followed. For an explanation of this policy, see the [Loyola](https://www.luc.edu/academics/catalog/undergrad/reg_requiredhonors.shtml) Catalog web page.

All SOWK courses for the major need to be passed with a grade of “C” or above. If the student receives a grade of “C-“or lower in a Social Work course, the course must be retaken. Students can earn a “C-“ in social science courses required for the major.

BSW students must maintain a 2.5 GPA in social work. If a student falls below this requirement, the Director will make a decision regarding the student’s status in the program depending on where the student’s GPA falls. Options include:

* A warning letter is sent to the student reminding them about the 2.5 GPA requirement.
* The student may be placed on social work probation and notified that their cumulative GPA and social work GPA must be raised by the end of the current semester, or they will be terminated from the social work major. If this should occur, the student has the right to appeal the decision to the BSW Program Director. If the student further objects to the decision, they may appeal to the Dean of the School of Social Work.

## Honors Awards

A student who earns a cumulative Loyola GPA of at least 3.50 will be graduated cum laude (with honors); of at least 3.70, magna cum laude (with high honors). Further information can be found at the [Loyola Graduation Honors](https://www.luc.edu/academics/catalog/undergrad/reg_graduation.shtml) web page.

The Dean’s List is a semester-by-semester acknowledgement of those full-time BSW students (taking 12 semester hours or more) who obtain at least a 3.5 grade point average in any given academic semester. Students on the Dean's list receive a letter from the Dean.

## Pass- No Pass Option

BSW courses do not offer a Pass/No-Pass option. Students should be aware that the appearance of "P" and "NP" grades on their transcripts may have an adverse effect on changing their major or minor curriculum, transferring to other schools, and acceptance by graduate or professional schools. Electives that fulfill other BSW requirements must be taken receiving a course grade. Students taking courses to fulfill requirements for other majors, should consult with that school/department.

## Auditing Courses

Students wishing to take a course without receiving credit may audit the course. Applicable tuition will be charged. Though a course that is audited does not count as hours attempted, auditors are required to attend class and will be awarded the mark of "AU" upon completion. "AU" does not affect a student's GPA. Failure to attend class will result in the final mark of "W." Assignments, including examinations and term papers, are not required, but auditors have the right to participate in class discussion. Only students who are registered and rostered as auditors will be granted access to Sakai and other course specific media for which registration is required. A course may not be converted to audit status after the first two weeks of the semester or the first week of a summer session.

Permission to audit a course must be obtained from the Associate Dean for Academics and the course instructor. The request form can be obtained from the [School](https://www.luc.edu/media/lucedu/socialwork/pdfs/academicadvising/bswforms/Course_Audit_Request.pdf) of Social Work web page.

## Incomplete Grades

Students are expected to complete coursework by the end of the semester. If the professor agrees in advance, however, students may be awarded the grade of “I” at the end of the semester. Students must obtain formal permission from the instructor for an incomplete to be entered in LOCUS.

The incomplete work should be finished according to the schedule approved by the professor but no

later than six weeks into the next semester. If the incomplete grade is not resolved by this time, the grade will automatically convert to an “F”. PLEASE NOTE: If you are on Academic Probation, you are not eligible for an incomplete grade in a social work class (with the exception of internship as appropriate). An “I” grade will not exclude students from the following course in a sequence.

Students who have been granted an incomplete in a social work course and then take a leave of absence from the program are still responsible for submitting all work within the designated time frames for their incomplete unless formal approval is obtained from the BSW Program Director and the Associate Dean for Academics. The Request for an Incomplete Form for social work courses can be found on the [School](https://www.luc.edu/media/lucedu/socialwork/pdfs/academicadvising/bswforms/UGRD_Request_%20for_Incomplete.pdf) of Social Work web page.

Students may also receive an I grade in their internship if they have not completed their internship hours prior to the end of the semester. If there is a need for additional time to complete internship hours, students must first speak with their Internship Supervisor to determine a plan for completion. It is the student's responsibility to inform their liaison of this plan.

Students who are granted an incomplete and subsequently take a leave of absence from the program are still responsible for submitting all work within the designated periods for their incomplete. Students who have been granted an incomplete and subsequently withdraw from the program will receive a final grade based on the work completed and submitted.

## Leave of Absence

Students may request a one-semester leave of absence. A leave of absence should be requested prior to the start of a fall or spring term, and no later than the final date to withdraw from said term with 100% refund. A student’s tuition and fees will be based upon the date of withdrawal. To request a leave of absence, a student must submit the leave of absence form ([LOA form](file:///C%3A%5CUsers%5CJen%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.Outlook%5CBHRAUZH0%5CLOA%20form)) to their academic advisor, indicating the reason (e.g., illness, family crisis, etc.) for the request.  The advising dean of the student's school or college, acting on a case-by-case basis, will have sole authority to grant leave requests. During a leave of absence and at least one month prior to the subsequent semester, the student must inform their academic advisor in writing via Loyola email, of an intention to return. Students who request and receive a leave of absence for one semester will not need to reapply through the Office of Undergraduate Admissions unless they have attended a college or university elsewhere. Students who receive a leave of absence will return to their same academic program under the catalog year requirements that were in place as they took the leave of absence, provided they did not attend another college or university while on leave. Students who do not return after the one term leave of absence ends will be administratively withdrawn from the university. Withdrawn students will need to apply for readmission and will be held to the degree requirements of the catalog year in which they are readmitted. Students should reach out to the financial aid office (lufinaid@luc.edu) with questions regarding how a student’s financial aid package will be affected by a leave of absence.

# Undergraduate Probation

The university has instituted formal procedures for warning and ultimately dismissing those who are not progressing as required. Academic probationary status and even academic dismissal should be understood as necessary, although unfortunate, consequences for those students directly involved.

During the period of academic probation, no student will be allowed to represent the university publicly. Any exception to this restriction must come explicitly from the BSW Program Director. The student's BSW Program Director determines when a student is placed on academic probation or dismissed for academic reasons.

Generally, academic standing is determined using a basic grade point average (GPA) criterion.

* Students must maintain a grade point average of at least 2.00 to be in good academic standing with the University.
* Students must maintain an SOWK grade point average of 2.50 to be in good academic standing with the BSW program.
* Graduation from the University requires at least a 2.00 average for all coursework attempted and a minimum of a least a 2.50 average in a BSW student's SOWK courses.

## Probation

There are 2 types of academic probation: Academic Standing and Progress Toward a Degree.

* Any student whose cumulative GPA falls below 2.00 and who has a Quality Point Deficit of between 1 and 14 points will be placed on probation.
* Students may also be placed on probation for not making progress toward degree completion. Any student whose cumulative GPA is 2.00 or better but who fails to show timely progression toward completion of their degree requirements may, at the discretion of the dean, be placed on probation. In such cases, the dean may require a contract defining the terms under which the student can remove themselves from probation.

## Continued on Probation

Any student who achieves a term GPA of at least 2.33 during the probationary semester, while not yet achieving a cumulative GPA will be continued on probation.

## Multiple Probations

Any student who is placed on probationary status more than one time will be allowed only one semester in which to return to good standing. If the student does not return to good standing at the end of that probationary semester, they may be dismissed for poor scholarship.

## Dismissal for Poor Scholarship

Any student who has a quality point deficit of 15 or more points, even if they have not had a previous semester of probationary status, may be dismissed for poor scholarship. Any student who fails to achieve a term GPA of at least 2.33 for the probationary semester (unless they restore their cumulative GPA to a minimum of 2.00 at the end of that semester) will be dismissed for poor scholarship.

# Student Commitment to Professionalism and Wellness

All students at Loyola University Chicago School of Social Work are expected to adhere to the ethics of the profession as presented in the Code of Ethics of the National Association of Social Workers. Students are expected to adhere to the school’s policies on professional conduct and on academic honesty, which include:

At the School of Social Work there are expectations for social work students who are training to become professional social workers regarding their skills, attitudes, and behaviors. Our mission requires respecting all individuals, creating, and maintaining a positive learning environment, and consciously adhering to model standards of behavior and interactions that are consistent with Loyola’s Jesuit heritage. Professionalism is considered in determining satisfactory academic progress. Professionalism includes communication, email etiquette, dress code, and conduct. Our mission requires respecting all individuals, creating, and maintaining a positive learning environment, and consciously adhering to model standards of behavior and interactions that are consistent with our institution’s Jesuit heritage. Our students are expected to be of high moral character, behave professionally, and behave as socially responsible citizens in keeping with the professional norms of social work practice. Students also are expected to maintain high ethical standards and practice academic honesty in their educational endeavors, abiding by our [NASW Code of Ethics](https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English). These actions are echoed in our competencies – nine areas of performance and behavior that students must meet to be eligible for promotion and graduation. Those nine areas of performance and behavior include the following:

|  |
| --- |
| Competency 1: Demonstrate Ethical and Professional Behavior |
| Competency 2: Engage Diversity and Difference in Practice |
| Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice |
| Competency 4: Engage In Practice-informed Research and Research-informed Practice |
| Competency 5: Engage in Policy Practice |
| Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities |
| Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities |
| Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities |
| Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities |

We assess competencies in all our courses, and they are components of the evaluation process of student’s learning and meeting program outcomes.

**Professionalism**

To maintain a learning environment where students are encouraged and expected to perform at high standards, certain behaviors are considered unprofessional and unacceptable. For example:

* Accepting assistance from or giving assistance to another student during an exam or in the preparation of any graded materials (e.g., papers, discussion board postings, policy briefs, etc.), excluding group projects, that are required to be collaborative.
* Plagiarism
* Inappropriate access to, misuse of, or theft of information or client records.
* Sabotaging another student’s work, such as not contributing to a group assignment and affecting the grades of others in the group as a result or withholding information when it is a collaborative project.
* Misusing another person’s signature.
* Falsifying academic grades or evaluations, research data and/or results, or falsifying internship hours.
* Physical and verbal intimidation, bullying, or harassment whether in person, via email, social media postings, etc. This also includes microaggressions, microinvalidations, and micro-assaults, etc.
* Lying, cheating, and fabricating information.
* Harassment (both sexual and non-sexual), patterns of sexual innuendo, obscenity, and defamation of character.
* Discriminatory actions or behaviors based on race, ethnicity, sexual orientation, gender or gender identity, disability, migrant status, class, and religion or other status protected by law.

Professionalism is considered in determining satisfactory academic progress whether in the classroom or internship and it is an expectation of all students in the School of Social Work. Failure to meet these expectations is grounds for consideration of dismissal from the social work program. These guidelines are not exhaustive but represent the kind of conduct and professional behavior mandatory within educational (classroom) and organizational (internship) environments.

**Guidelines**

Social work students in the School of Social Work at Loyola University Chicago are committed to:

* Professional conduct and presentation that convey respect, consideration to others around you and in your care, including behaviors that are consistent with a professional work environment, such as suitable dress, grooming, body language, eye contact, and attention to how one expresses verbally with clients, fellow students, interns, supervisors, faculty, and others, as well as how one expresses in written documentation.
* Practice academic honesty in all examinations, assignments, and internships.
* Be punctual, timely, and reliable in meeting obligations for all courses and internships, which includes timeliness while fulfilling internship requirements, for classes and small group experiences, seeking permission for any required days off or tardy/missed classes following the policies stated in the class syllabus or at the internship site; and providing proper notification and documentation for absence due to illness or true personal emergency. Students must keep in mind that preparing for a professional role is thinking about how your absence impacts clients you serve, students with who you are collaborating, etc., always remembering that you are not functioning only as an individual in a vacuum.
* Always tell the truth, but especially concerning client care matters, such as correctly reporting history, physical, behavioral, and other relevant assessment findings. Responding to a question with “I don’t know” when that is the truth, is always the best answer and taking the time to find the appropriate answer should be always the preferred pathway.
* Behave in a collegial way that enhances the ability of others to learn or care for clients. Dominating in class or group discussions is behavior that is contrary to this principle.
* Refrain from verbal or physical abuse of other students, staff, faculty, clients, as well as internship supervisors and liaisons. This includes all forms of sexual harassment; use of profanity and/or patterns of offensive comments; disparaging other people’s views and/or experiences; and other improper and disruptive behaviors which are considered unprofessional and unacceptable whether in person, online, or via social media.
* Use the highest standards of professional, ethical, and moral conduct and conscientiously care for clients under all circumstances associated with their health and mental health needs and care.
* Relate in a considerate and respectful manner to client families and caregivers, as well as other professionals working with them. This is achieved through time management, communication styles that convey empathy, conduct that is an example of politeness, and dress that follows standards and guidelines of the work environment.
* Refrain from any action(s) or conduct that may be considered unprofessional, unethical, or compromising to the university, school, community partners, faculty, professional staff members, students, and alumni.

**Student Wellness**

As future social workers, students have an important personal and professional responsibility to maintain their own health, mental health, and wellness, which includes addressing acute or chronic diseases, such as mental health diagnoses, trauma, disabilities, and/or occupational stressors. When a student’s wellness is compromised in any form or fashion, so is the safety and effectiveness of the care they provide themselves, fellow students, and clients.

**Guidelines**

Students in the School of Social Work reflect on the significance of their professional role and the impact it has on others. Consequently, they must acknowledge:

* If a student’s health or mental health is compromised, they need to take measures to address the problem by seeking appropriate help and engaging in an honest self-assessment of one’s own ability to continue their course work or internship training. The social work profession (that the student has joined by entering their program) has an obligation to ensure that its social workers, as well as all learners, are able to provide safe and effective care for others. This obligation is fulfilled by promoting health and wellness among all members of the school and internship communities, including oneself. Ways in which students may evaluate their competency, readiness, and ability for practice might include discussions with primary care doctors, seeking therapy or pastoral counseling, meeting with a psychiatrist to rule out underlying diagnoses and/or the need for medications, among other approaches to support their growth and development.
* At times, an intervention may be necessary when a student's wellness seems compromised. Students will not participate in client care or school-related activities when a lack of physical, mental, or emotional wellness could interfere with the quality of client care or disrupt the school or internship community. If such a situation occurs, it is the student’s responsibility to notify either their academic advisor, internship coordinator or liaison, and/or the relevant Assistant or Associate Dean with whom the student feels most comfortable, to allow for an appropriate intervention to occur. These conversations will be confidential within the limits that allow for a response should the student express harm to self or others. The student’s privacy is maintained by only including relevant university personnel who are involved in supporting student’s well-being and success in our school. Expectations that result from interventions will be based on the level of need and can include meeting with the Assistant Dean of MSW Programs and the Associate Dean, pausing the internship, as well as a strong recommendation to follow up with university resources, such as a CARE ([Coordinated Assistance & Resource Education](https://www.luc.edu/cura/about/coordinatedassistanceresourceeducationcare/)) referral, the [Dean of Students’ office](https://www.luc.edu/dos/), the [Student Accessibility Center](https://www.luc.edu/sac/sacstudents/) [SAC], or the [Wellness Center](https://www.luc.edu/wellness/medical/services/). Students may also self-refer to the CARE team. There can be a variety of different expectations to support the student and as stated above, the intervention will consider other factors such as negative impact on clients, delivery of care systems, and/or on student learning.
* The misuse of any potentially addictive, abusive, or illicit substances (e.g., alcohol, marijuana, cocaine, methamphetamine, ketamine, heroin, ecstasy, etc.) is strictly forbidden, regardless of the year of the program, as such behavior is incompatible with effective, impactful, affirming, and safe performance whether in the classroom, community, or internship. While the use of alcohol and medicinal and recreational marijuana are legal in the State of Illinois, any use of alcohol and marijuana (via vaping, edibles, etc.) should not impair a student’s ability for professionalism and wellness at any time. If such a problem is identified, a decision will be made on a case-by-case basis whether the student will be removed from curricular and/or internship activities, and if an appropriate, a confidential referral will be made to help them address and effectively manage their substance use. Finally, students must never be under the influence nor use alcohol or other substances when they are expected to be participating in client care, at internship settings, or in the classroom during curricular-related activities. If there is impairment because of substance abuse treatment, it must be documented, and each individual case will be reviewed accordingly.

A wellness referral can be initiated from a variety of sources such as self-referrals, faculty, staff, internship supervisors, or other students. The reporting form to submit a referral is located on the School of Social Work Website on the [Forms page](https://www.luc.edu/socialwork/student-support/forms/). Once completed, the reporting form is sent to the SSW-Wellness@luc.edu mailbox. The form is reviewed by school administrators who will reach out to the student of concern and determine next steps. When a student’s mental health is impaired, the School of Social Work can limit or stop their progression in the program or internship until they can safely return and assume expected educational and internship responsibilities.

To assist the decision-making process to determine a safe return to the program, the school can request clearance from a mental health professional (e.g., therapist, psychiatrist).  If the school is unable to ascertain the student’s status to resume academic work, the student will be paused from their internship and classes and the student will be given the option to seek an emergency withdrawal to withdraw from all classes with the understanding that a student is still responsible for tuition charges based on the [Bursar's office withdrawal schedule](https://www.luc.edu/bursar/withdrawalschedulechangecalendars/). The clearance regarding the student's return to the school must be received within a maximum of six weeks after the request is made. The student can plan to resume classes the subsequent term unless they wish to completely withdraw from the university or request a leave of absence. If the school is unable to discern the student’s status to return to the program, the student's withdrawn status from the school will remain and they will not finish their degree program or internship, unless they reapply.

**Non-Academic Dismissal and Professional Behavior**

All students at Loyola University Chicago School of Social Work are expected to adhere to the ethics of the profession as presented in the Code of Ethics of the National Association of Social Workers. Students are expected to adhere to the school’s policies on professional conduct and on academic honesty, which include:

## Academic Integrity

Plagiarism is a serious form of violation of the standards of academic dishonesty. Plagiarism is the appropriation of ideas, language, work, or intellectual property of another, either by intent or by negligence, without sufficient public acknowledgement and appropriate citation noting the material is not one's own. It is true that every thought probably has been influenced to some degree by the thoughts and actions of others. Such influences can be thought of as affecting the ways we see things and express all thoughts. Plagiarism, however, involves the taking and use of specific words and ideas of others without proper acknowledgement or credit of the sources, and includes the following:

Submitting as one's own material copied from a published source, such as print, internet, audio, video, etc.

* Submitting as one's own work another person's unpublished work or examination material
* Allowing another or paying another to write or research a paper for one's own benefit
* Purchasing, acquiring, and using a pre-written paper for course credit

This includes generative Artificial Intelligence (AI) tools (e.g., ChatGPT, Bing, etc). Use of generative AI in your academic work is prohibited unless explicitly allowed by your professor. AI tools that provide spelling or grammar assistance (e.g., Grammarly) are not prohibited.

Ethical writers make every effort to acknowledge sources fully and appropriately in accordance with the contexts and genres of their writing. A student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately. (Defining and Avoiding Plagiarism: The WPA Statement on Best Practices, retrieved from <http://wpacouncil.org/files/wpa-plagiarism-statement.pdf>).

According to Defining and Avoiding Plagiarism: the WPA Statement on Best Practices (<http://wpacouncil.org/files/wpa-plagiarism-statement.pdf>), students should understand research assignments as opportunities for genuine and rigorous inquiry and learning. Such an understanding involves:

* Assembling and analyzing a set of sources that they have themselves determined are relevant to the issues they are investigating;
* Acknowledging clearly when and how they are drawing on the ideas or phrasings of others;
* Learning the conventions for citing documents and acknowledging sources appropriate to the field they are studying;
* Consulting their instructors when they are unsure about how to acknowledge the contributions of others to their thought and writing.

It is inappropriate for students to use the same paper to fulfill requirements for more than one course. Doing so may affect the student’s grades in any of the courses involved.

Students are encouraged to utilize the Writing Center as well as the American Psychological Association Publication Guide to ensure that all work is cited appropriately. The SSW uses the APA format for all courses, and it is the school’s expectation that students use available library resources to gain this knowledge.

Beyond plagiarism, students are expected to be honest when completing take-home and in-class exams. This means that unless they have permission to do so, they may not complete exams with other students or copy the work of other students and submit it as their own.

Students who are caught plagiarizing or cheating on exams may be given an F for that assignment at a minimum and may also risk receipt of a failing grade for the class, resulting in dismissal from the BSW program.

* Students are expected to read each course syllabus thoroughly and consult with instructor if they need further explanation.
* Majors and non-majors are expected to follow instructions in BSW courses

## Professional Ethics in the Classroom and Internship

All students in the School of Social Work must adhere to the ethics of the profession as presented in the National Association of Social Worker’s Code of Ethics. Students are expected to adhere to the behavioral expectations of the University, which are respect for others, fitness of the student role, and honesty in all aspects of student conduct. Further, student conduct is governed by the terms and provisions of the University’s Community Standards. These can be found at: https://[www.luc.edu/](http://www.luc.edu/) osccr/communitystandards/. Sanctions for violation of these standards may range from recommendations for specific behavior changes ranging from probation to dismissal from the program.

The school views its students as mature individuals preparing to be members of an honorable profession. Students are expected to maintain high level of personal integrity. The School of Social Work reserves the right to dismiss students for unprofessional conduct such as, but not limited to, infraction of school rules and regulations, dishonesty, or unprofessional treatment of clients, faculty, other professionals, or other students. Professors in the program may have additional instructions that will be listed in the syllabus and/or given verbally in class that students are expected to follow.

Integrity as a social work student includes:

* Ability to develop professional relationships with clients and/or client systems
* Having the capacity to be aware of their own behavior(s) and its impact in client-worker transactions
* Assuming the management of their presence in the client-worker relationship
* Ability to evaluate the effects of practice interventions through the process of treatment

In addition, social workers do not:

* Lie to clients
* Abandon their clients
* Have sexual or other exploitive involvement with clients
* Share information about clients and/or client systems without appropriate rationale (Confidentiality)

In internship, students are expected to maintain professional standards of conduct. This means showing up on time, notifying and obtaining approval of absences from Internship Supervisors in a timely manner, professional attire as required, and using professional language in all written and verbal communications with agency professionals, collaterals, and clients.

The following material, from Western Illinois University, defines problematic behaviors.

[Lamb, Cochran, & Jackson (1991). Professional Psychology: Research and Practice*, 22*, 291- 296.]

*Problematic behaviors refer to a student's behaviors, attitudes, or characteristics that may require remediation, but are perceived as not excessive or unexpected for professionals in training.*

*Performance anxiety, discomfort with clients' diverse lifestyles and ethnic backgrounds, and lack of appreciation of agency norms are examples of problematic behaviors that are usually remedied and not likely to progress into ethical misconduct, impairment, or incompetence.*

*Ethical misconduct occurs when the NASW Code of Ethics is not followed. This code is intended to provide both the general principles and the specific decision rules to cover most situations encountered by professional social workers in their professional activities. It has as its primary goal the welfare and protection of individuals, families, groups, organizations, and communities. It is the individual responsibility of each social worker to aspire to the highest possible standards of conduct. Social workers promote social justice and social change, respect and protect human and civil rights, and do not knowingly participate in or condone unfair discriminatory practices.*

*Impairment is defined as an interference in professional functioning that is reflected in one or more of the following ways:*

* *Inability or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior.*
* *Inability or unwillingness to acquire professional skills and reach an accepted level of competency*
* *Inability or unwillingness to control personal stress, psychological disorder, or emotional reactions that may affect professional functioning.*
* *Incompetence is defined as a lack of ability. This lack of ability may include inadequate professional or interpersonal skills, or academic deficiency. When students continue to provide social work services beyond their current level of competence*

Sanctions for violation of these standards within social work classes or internship may range from recommendations for specific behavior changes ranging from probation to dismissal from the program.

# Academic Appeal Procedures

## Appeal for a Change in Academic Record

A student’s appeal to change an academic record (e.g., withdrawal date) must be submitted using the [Appeal for Change of Academic Record](https://www.luc.edu/media/lucedu/registrationrecords/provostpdfformsasof2022/Appeal%20for%20Change%20of%20Academic%20Record.pdf) form to describe mitigating circumstances as to why the academic record should be changed. An appeal to change an academic record must be submitted within one calendar year after the last day of the academic term in question. Appeals for summer terms must be received by June 1 of the following calendar year.

## Appeal of Final Grade

With very rare exceptions, the final decision on all grades rests with the professor. Students have the right to protection, through fair procedures, against arbitrary and capricious academic evaluations. Arbitrary and capricious means that there is no relation between the grade given and the student's performance in the class and that a reasonable person could not find that the grade was deserved. Mere disagreement or dissatisfaction with a grade thus does not constitute a basis for grievance.

In order to provide a forum for the fair resolution of academic disputes involving individual student complaints of the appropriateness of course grades and accusations of academic dishonesty, the following procedures have been developed.

BSW students who wish to appeal a non-School of Social Work grade or appeal dismissal from the university must adhere to the University’s policies, which can be found on the [Loyola Catalog Academic Grievance Procedure](https://www.luc.edu/academics/catalog/undergrad/reg_academicgrievance.shtml) web page.

BSW students who wish to appeal a grade in a School of Social Work course must adhere to the following policy.

Academic appeals include questions regarding evaluation of students, cheating on examinations, falsification of research data, and plagiarism. Non-academic appeals include those that arise from matters involving scholarly competence and professional behavior.

Students and faculty are strongly encouraged to attempt to informally resolve problems arising from academic matters. The school hopes that open communication between all parties and mutual confidence in each other’s goodwill will lead to the resolution of problems in this manner. When informal attempts at resolution fail, the management of academic grievances involving students in the School of Social Work will proceed according to the procedures set forth below.

Regarding evaluation of students, the academic appeal procedure applies only to those cases in which the evaluation of the student is alleged to be inconsistent with the grading polices outlined in the course syllabus, or in significant violation of clearly established written school and university policies. Appeals regarding final grades must meet one or any of these criteria:

1. based partially or entirely on criteria other than the student's performance.
2. based on a substantial departure from stated standards of evaluation.

In cases other than those noted above, there is not a basis for an appeal. In addition, academic appeals do not include disagreements related to school policy. Students that have constructive feedback regarding school policy may contact the Associate Dean.

## Appeal Process

To file a grade appeal, the student must submit the Grievance form within thirty days of the final grade posting in LOCUS. Students also submit an appeal letter that outlines the nature of the issue or complaint and the results of the student’s efforts to resolve them up to the point of the appeal (e.g time and date of informal meetings, etc.) The letter should provide a short description of the appeal to include the requested outcome. The appeal letter should be no longer than two pages total. In addition, students may attach any documentation to support their claim.

Other information that is required is a copy of the student’s unofficial transcript, times available to meet, a contact number, and current mailing address. This information is submitted to the Chair of the Committee on Student Affairs (CSA). The CSA chair’s contact information is posted on the SSW website on the forms page.

## Grievance Hearing Procedure

The grievance hearing is to take place within thirty days of the request for a hearing (with the exception of summer). All involved parties are to receive timely written notice of the hearing and the matters to be considered.

The CSA chair sets up the hearing meeting. All parties to the grievance will have copies of all documents under consideration. The purpose of the hearing is to allow the hearing board to understand fully the student’s views. The conduct of the hearing is informal; it is not bound by rules of evidence or court procedures. Students may obtain the assistance of members of the University community in presenting information to the hearing board, or support for students, provided that the members are not attorneys. Individuals from outside the university, including attorneys, are not permitted to attend. The student must notify the chairperson of CSA of the names of the members at least one day prior to the hearing. Notification of the hearing will be made in writing and sent by certified mail to the student.

Each party involved in the grievance is invited to present information, both orally and in writing, to the hearing board. All parties can be present for the hearing. Each party may call witnesses at the hearing. The board may direct questions to any party or witness.

The Chair of CSA will formally notify the student, the BSW Advisor, and the Dean in writing within 30 days of a hearing as to its decision.

The school retains copies of all documentation related to the management of grievances under its jurisdiction.

The hearing and material submitted to the hearing board are private, and all parties involved in the grievance consider their contents confidential; however, if the grieving party disseminates their contents, the party’s interest in confidentiality is deemed waived. Electronic recording of the hearing is prohibited.

## Final Appeal

If the outcome of the CSA hearing is not to the student’s satisfaction, the student has the right to appeal the Committee’s decision to the Dean. The student must make the final appeal within 30 days of the notification of the Committee’s decision. The Dean may affirm, modify, or reverse the hearing board’s decision. The Dean will notify the parties of the disposition of the appeal within thirty days of receiving the appeal. The Dean’s decision is final in all cases.

## Dismissal from the Major Appeal

Grievances regarding Social Work dismissal decisions are submitted to the BSW Director.The student must submit the Grievance form within thirty days of the dismissal from the major. Students also submit an appeal letter that outlines the nature of the issue or complaint and the results of the student’s efforts to resolve them up to the point of the appeal (e.g., time and date of informal meetings, etc.) The letter should provide a short description of the appeal to include the requested outcome. The appeal letter should be no longer than two pages total. In addition, students may attach any documentation to support their claim.

Other information that is required is a copy of the student’s unofficial transcript, a contact number, and current mailing address. A meeting with the BSW Program Director to discuss the appeal is optional. If the student would like to request a meeting, they should include their availability within their appeal letter. Otherwise, the BSW Program Director will review the appeal materials and make a determination. All required information is submitted to the BSW Program Director within the parameters stated above. The BSW Director’s contact information is posted on the SSW website on the forms page.

If the BSW Director’s determination is not to the student’s satisfaction, the student has the right to a final appeal to the Dean. The student must make the final appeal within 30 days of the notification from the BSW Director. The Dean may affirm, modify, or reverse the decision. The Dean will notify the parties of the disposition of the appeal within thirty days of receiving the final appeal. The Dean’s decision is final in all cases.

Students who are dismissed but re-admitted to their program must meet all conditions of their re- admission within the outlined timeframes without exception. Students who do not meet all conditions of readmission are dismissed again with no further option to appeal.

# Withdrawal from the University

An enrolled student who wishes to completely withdraw from the university during any term must notify their academic advisor, academic program director, or assistant/associate dean of their college/school of their intent. The notification may be in person or in writing using their Loyola University Chicago email address. A student is considered to be in attendance until such notification has been received by the academic advisor and appropriate steps have been taken to completely withdraw a student from a term. The last date of class activity is the date utilized for both the “W” or “WE” grade and The Office of the Bursar’s [withdrawal refund calendar](https://www.luc.edu/bursar/withdrawalschedulechangecalendars/).

A student may be required to withdraw from the university because of academic deficiency, lack of sufficient progress toward completion of degree requirements, failure to adhere to university requirements and/or degree requirements, failure to adhere to university requirements and regulations for conduct, or failure to meet financial obligations to the university.

## Complete Emergency Withdrawal

Students facing a significant emergency circumstance (see “Definitions” section below) that prevents them from continuing in or completing an academic term may submit an [Intent to Withdraw](https://www.luc.edu/media/lucedu/registrationrecords/provostpdfformsasof2022/Notice%20of%20Intent%20to%20Withdraw.pdf) form to their primary academic advisor, program director or assistant/associate dean. All requests must be supported by appropriate documentation. The Intent to Withdraw form is reviewed by the academic dean's office of the student's primary college/school for approval and processing.

Requests for complete emergency term withdrawals are considered after the last day of a term to drop a course or courses without a grade of “W.” In cases where the student is incapacitated (see “Emergencies Resulting in Student Incapacitation" below for more details), the requests for complete emergency term withdrawals may be submitted by a parent, spouse or legal guardian.

Complete emergency term withdrawals constitute a withdrawal from all classes and may result in final grades of "WE" in all classes for the given academic term. The University does not grant partial withdrawals (i.e., requests to withdraw from some classes but not others) for emergencies. Grades of “WE” have no impact on a student’s cumulative GPA. The “WE” grade has no earned or attempted hours associated with the grade. (Please see [Satisfactory Academic Progress](https://www.luc.edu/finaid/aid-process/responsibilities/academic-progress/) to understand how Complete Emergency Withdrawal "WE" grades impact financial aid). This policy does not apply in cases where the student has completed final exams or final projects for classes in the term impacted by the significant emergency circumstance. When final grades have posted, students should utilize the [Appeal for Change of Academic Record](https://www.luc.edu/media/lucedu/registrationrecords/provostpdfformsasof2022/Appeal%20for%20Change%20of%20Academic%20Record.pdf) form and submit to their primary academic advisor, program director or assistant/associate Dean.

In Emergency Withdrawal situations, Loyola University Chicago will not add collection charges or late fees to any student’s account. See the [Bursar Emergency Withdrawal Policy](https://www.luc.edu/bursar/emergencywithdrawpolicy/).

## Emergencies Resulting in Student Incapacitation

It is required that a complete emergency term withdrawal request be submitted by the student. However, if an emergency situation has resulted in the student's temporary or long-term incapacitation for a period that may extend beyond the one-calendar-year deadline of this policy, the student's college/school academic dean's office, the Office of the Dean of Students, a parent (for minors), emergency contact person, or other legally assigned designee may submit a request on the student's behalf. In such cases, the student's college/school academic dean's office may require additional documentation (e.g., letter from medical doctor, hospitalization forms, power of attorney).

## Potential Implications

The section below provides a non-exhaustive list and general information on the potential implications of a complete emergency term withdrawal. While the University offers a number of considerations that help support students who are facing emergencies, there are other important factors that should be taken into consideration before submitting a request for a complete emergency term withdrawal. Whenever possible, it is strongly recommended that a student discuss all possible options, including the potential implications of a complete emergency withdrawal with their primary academic advisor.

## Financial Implications: Tuition and Financial Aid

Students are strongly encouraged to purchase [tuition insurance](https://www.luc.edu/bursar/tuition_insurance.shtml) (e.g., A.W.G Dewar, Inc.) prior to the start of the academic term.

Note that a complete emergency withdrawal does not automatically result in tuition credit. Please refer to the [withdrawal schedule](https://www.luc.edu/bursar/withdrawalschedulechangecalendars/) on the Office of the Bursar's website.

## Complete Emergency Withdrawal Procedures During an Academic Term

1. Initial Step - Submit [Intent to Withdraw](https://www.luc.edu/media/lucedu/registrationrecords/provostpdfformsasof2022/Notice%20of%20Intent%20to%20Withdraw.pdf) form to primary academic advisor

Although it is recommended that the student submit as much information as possible, documentation does not need to specify details of the emergency that may be protected by law or considered private. Documentation must come from a verifiable authority (e.g., community/licensed healthcare provider, police agency, court of law, US military, etc.) and minimally confirm the following:
	* general description,
	* date (or time span),
	* time, and
	* location (if appropriate) of significant emergency circumstance.
2. Review and Decision

Requests for a complete emergency withdrawal will be reviewed and decided by the student's college/school academic dean's office. Other areas, such as the Office of the Dean of Students, the Office for Equity & Compliance, or Student Accessibility Center, may be consulted in cases where the student was either referred or is being supported by said office. Additional documentation and/or information may be requested of the student before a final decision is made.

The student will receive a written decision notification no later than 14 business days after receipt of original request via LUC email. If the school is unable to meet the 14-business-days deadline, the student will be notified in writing of the new deadline. If the request is denied, the notification will include a rationale. If the request is approved, the effective date and further instructions before returning to campus (if necessary) will be provided. The date of the complete emergency withdrawal will be determined by the primary college/school dean's office based on the date of the last academically related activity.

## Post-Emergency Complete Withdrawal Re-Entry Process

Unless otherwise indicated in the approval notification or by the Office of the Dean of Students in lieu of the Loyola University Chicago Behavioral Concerns Team (BCT), the process for returning to the university will follow standard policies and procedures for re-enrollment. Students who were being supported by BCT before withdrawing or are returning because of a mental health hospitalization are required to consult the Office of the Dean of Students for instructions on potential re-entry requirements.

## Definitions

Significant Emergency Circumstance - an unforeseen emergency situation that prevents a student from continuing in or completing an academic term. Some examples include but are not limited to:

* Chronic illness of withdrawing student
* Death of parent/legal guardian or medical issue of a family member and the withdrawing student must become a part-time or full-time caretaker of family member
* Extreme financial hardship
* Mental health condition, serious injury or illness of withdrawing student
* Sudden or consistent lack of transportation which affected the withdrawing student's ability to meet in person attendance requirements.
* Other situations, at the University's sole discretion, which are deemed to result in significant hardship to the withdrawing student.

This list includes examples of emergency situations that directly affect the student.

## Procedure for Readmission

Students who are not enrolled in any classes at Loyola for more than one semester, excluding summer, must reapply for admission to Loyola. Students who would like to reapply to the School of Social Work should contact undergraduate admissions.

# Graduation

Students must complete 120 hours to graduate. Students must have a minimum cumulative 2.00 GPA. They must also have a minimum cumulative 2.00 GPA in their Core Curriculum.

Students must have a minimum of 2.5 GPA in Social Work courses.

Students must file an application for their degree before the assigned dates: Fall graduation: March 1, Spring graduation: October 1, Summer graduation: October 1.

Students apply for graduation in LOCUS. They are responsible for adhering to the time frames that are listed on the Registration and Records website for application. Students that miss the deadline will be required to submit a late graduation application and $30 late fee.

# Required Hours in Residence Needed for Graduation

In-residence hours refer to the course credit hours taken at Loyola University, the Rome Center, or taken from any of the Loyola sponsored study abroad programs through the Office for International Programs.

# Students must take their final, uninterrupted 45 hours of instruction or a minimum of 60 hours in residence at Loyola University Chicago.

#  University Support Services for Students

## Writing Center

Students are expected to demonstrate good writing skills both in school and internship settings. They are also expected to demonstrate a working knowledge of APA format. The ability to express oneself clearly and concisely in written form is considered by Loyola to be an essential attribute because social workers are continually called upon to prepare written case summaries, psychosocial assessments, and other documents that convey information about clients. The School of Social Work does not expect students to write for publication. However, a high level of proficiency is expected and will serve students well in future career endeavors. Students who would like assistance in improving their writing skills are encouraged to utilize the [Loyola Writing Center](https://www.luc.edu/writing/).

**Note:** Courses in other schools or departments may have different requirements. Students should consult with the course instructor if they are unclear about requirements for a specific class.

## University Libraries

The libraries at Loyola provide materials to assist students with studies and research, as well as a space for quiet study. Lewis Library has a general undergraduate collection and materials to support the social work program. Resources from all university libraries are available to students. Students may request materials from libraries on other campuses be delivered to a library on their home campus. The Reference Desk is staffed most of the hours that the library is open, and reference librarians are available to help you get the most out of your academic experience.

Students will be required to present their Loyola University Chicago ID cards when entering the libraries. The student ID is also required to check out books. Students will need their Universal ID login name and password to access online library resources.

The Loyola library system has an online catalog that provides more flexible access to books and periodical titles and to other materials held by the library. The catalog also includes links to other electronic resources, such as online journals and databases. For more information, please visit the [Loyola](https://www.luc.edu/law/currentstudents/library/) Library web page.

Students can also access the library catalog online. [Contact the library](http://libraries.luc.edu/ask-librarian-chat) or ask at a reference desk for more information on accessing the catalog off campus. Reference librarians are available to help students use all library resources.

## Mail and Student Mailboxes

The primary means of communication with students in the School of Social Work is by email, utilizing Loyola-issued email addresses. Students are expected to use Loyola email to communicate with faculty and staff. Announcements, events, changes in procedure, or schedule changes are broadcast by the administration via email. It is the student’s responsibility to check email messages on a regular basis.

All Water Tower campus students have a mailbox folder located in a filing cabinet on the Water Tower Campus in the mail room, Office 561 in Maguire Hall.

## Health Insurance and Student Wellness Center

Loyola University Chicago's Board of Trustees requires all graduate and professional students enrolled for 8 or more credit hours at the start of the fall semester have individual healthcare insurance.

Students that meet the enrollment criteria above will be enrolled automatically in Loyola's healthcare plan for students and will be billed accordingly unless they opt-out. Students covered under another equivalent plan or who have an individual policy in place must complete a waiver to opt-out of the plan to avoid unwanted charges on their tuition bill. For more information about Loyola’s Student Health Insurance Plan (SHIP) and to obtain the wavier, please refer to the [Office of the Bursar](https://www.luc.edu/bursar/location.shtml) website.

## Shuttle Bus and Ventra U-Pass

The University provides shuttle bus services between the three lakeside campuses. For schedule information, stop by the front desk of the 25 E. Pearson Building. CTA Ventra U-Pass offers all full-time undergraduate and graduate students enrolled in the School of Social Work unlimited use of CTA buses and trains during the fall and spring semesters.

**Distribution**: The Ventra U-Pass is distributed during the first week of classes. Students should check the University’s Ventra U-Pass website for specific dates and times.

**Student eligibility**: All full-time (12 hours or more) undergraduate students at the Water Tower and Lake Shore Campuses are eligible for the Ventra U-Pass. The amount is included in student fees and is valid from the first day of classes until the last day of final exams. This fee is non-refundable.