

Master of Social Work (MSW) Student Handbook

Revised Summer 2024

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Table of Contents

[**The School of Social Work 5**](#_Toc175251511)

[**School of Social Work Mission 5**](#_Toc175251512)

[**MSW Program Overview 6**](#_Toc175251513)

[**MSW Program Goals, Values, Ethics, and Diversity 7**](#_Toc175251514)

[Goals 7](#_Toc175251515)

[Values and Ethics 8](#_Toc175251516)

[Diversity 8](#_Toc175251517)

[**MSW Generalist and Specialized Curricula 9**](#_Toc175251518)

[Micro Practice Specialization 10](#_Toc175251519)

[Advanced Clinical Practice Track 11](#_Toc175251520)

[CADC Track 11](#_Toc175251521)

[Migration Studies Track 12](#_Toc175251522)

[School Social Work Track 12](#_Toc175251523)

[Leadership, Mezzo, and Macro Practice (LMMP) 12](#_Toc175251524)

[Leadership, Community, Advocacy, and Policy Track 13](#_Toc175251525)

[Certificates and Post-Master’s Programs 13](#_Toc175251526)

[Advanced Certified Alcohol and other Drug Counselor Training Program 14](#_Toc175251527)

[Post-MSW Professional Educator License (PEL) Program 14](#_Toc175251528)

[**Academic Planning 15**](#_Toc175251529)

[**MSW Advising 15**](#_Toc175251530)

[**Registration, Independent Study, and Course Audits 16**](#_Toc175251531)

[Registration Blocks 17](#_Toc175251532)

[Internship Instruction Class 17](#_Toc175251533)

[Override Policy for Closed Courses 17](#_Toc175251534)

[Withdrawing and Adding Courses 18](#_Toc175251535)

[Procedure for Withdrawal from the School of Social Work 18](#_Toc175251536)

[Complete Emergency Withdrawal 19](#_Toc175251537)

[Emergencies Resulting in Student Incapacitation 20](#_Toc175251539)

[Complete Emergency Withdrawal Procedures During an Academic Term 21](#_Toc175251542)

[Post-Emergency Complete Withdrawal Re-Entry Process 22](#_Toc175251543)

[Independent Study 22](#_Toc175251544)

[Audit 23](#_Toc175251545)

[**Grading Policy in the School of Social Work 24**](#_Toc175251546)

[W Grades 26](#_Toc175251547)

[Failing Grades – F and NP 27](#_Toc175251548)

[**MSW Program Time Limits 27**](#_Toc175251549)

[**Leave of Absence Requests 28**](#_Toc175251550)

[**Academic Probation 29**](#_Toc175251551)

[MSW Admissions with Academic Probation 29](#_Toc175251552)

[Academic Probation for a GPA lower than 3.0 30](#_Toc175251553)

[Academic Probation for a Grade of C- or Lower Apart from a Failing Grade 30](#_Toc175251554)

[**Student Commitment to Professionalism and Wellness 31**](#_Toc175251555)

[**Non-Academic Dismissal and Professional Behavior 37**](#_Toc175251556)

[Academic Integrity 37](#_Toc175251557)

[Professional Ethics in the Classroom and Internship 39](#_Toc175251558)

[Engaging in The Private Practice of Social Work 41](#_Toc175251559)

[Non-Discrimination Policy 41](#_Toc175251560)

[**Services for Students with Disabilities 44**](#_Toc175251562)

[**Academic and Non-Academic Appeals 44**](#_Toc175251563)

[Appeal for a Change in Academic Record 45](#_Toc175251564)

[Appeal of Final Grade 45](#_Toc175251565)

[Dismissal Appeal 47](#_Toc175251567)

[**Transfer Credit 48**](#_Toc175251568)

[Advanced Standing Program 49](#_Toc175251573)

[**Readmission to the School of Social Work 49**](#_Toc175251574)

[**Graduation 50**](#_Toc175251575)

[Social Work Licensure 50](#_Toc175251576)

[**University Support Services for Students 51**](#_Toc175251577)

[Writing Center 51](#_Toc175251578)

[University Libraries 51](#_Toc175251579)

[Mail and Student Mailboxes 52](#_Toc175251580)

[**Health Insurance and Student Wellness Center 52**](#_Toc175251581)

[**Shuttle Bus and Ventra U-Pass 52**](#_Toc175251582)

[**Appendix 54**](#_Toc175251583)

[ISBE Requirements 54](#_Toc175251584)

[Loyola School of Social Work Requirements 54](#_Toc175251585)

[Eligibility for PEL Program by Term of Admission 55](#_Toc175251586)

# The School of Social Work

The School of Social Work at Loyola University Chicago was established in 1914 to offer a Master of Social Work (MSW) degree, and an undergraduate major in Social Work was later 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 began in the fall of 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 last reaffirmation of accreditation of the MSW Program by the Council of Social Work Education was in 2015.

# 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 that 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 as 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 Chicago School of Social Work has a long and proud tradition of educating students to 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 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 in order to fulfill the profession’s goals of a just society for all. The School of Social Work is committed to removing all forms of discrimination and prejudice, including socioeconomic variances, differences in gender expression and sexual orientation, physical, cognitive, and emotional challenges, as well as those based on 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 bachelor’s, master’s, and doctoral program levels.

At the baccalaureate level, the School of Social Work 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.

At the master’s level, the School of Social Work prepares students for leadership roles in a wide range of settings. MSW graduates are prepared for clinical practice with individuals, families, and small groups or for organizational and community leadership and development. At the doctoral level, the School of Social Work prepares clinical social workers through scholarly practice for leadership roles in the research, academic, and practice communities. The School of Social Work also offers post-master’s certificate programs that are designed to provide expertise in particular areas of specialization and for professional continuing education.

# MSW Program Overview

Since its inception in 1914, the MSW program has been inextricably linked to preparing its students for the practice of social work. It has distinguished itself over its long history in providing an excellent foundation for clinical social work practice. The MSW program has developed a solid clinical focus that has always placed itself at the heart of the profession. The focus on direct practice flows directly from its Jesuit roots, from the University and School of Social Work missions, and from the mission of the social work profession. The School of Social Work has two specializations- Micro Practice and Leadership, Mezzo and Macro Practice (LMMP). (See page 8 for more details about the specializations).

In addition, the MSW program offers several dual degrees in social work and law, divinity, women’s studies & gender studies, and public health. Throughout its development, the MSW program has focused on practice excellence that is founded upon solid ethical and professional principles.

# MSW Program Goals, Values, Ethics, and Diversity

The MSW program goals, values, and ethics are overarching conceptualizations of the ideals towards which the faculty strive in educating students. They are derived from the mission of the Jesuit order, the University mission, the goals of the social work profession, and of the School of Social Work. The MSW program goals are reflected in the objectives, which in turn are implemented in specific courses.

## Goals

The primary purpose of the MSW program is to prepare students for the advanced practice of social work. The program has two specializations: Micro Practice and Leadership, Mezzo and Macro Practice. The aim of the MSW program is to prepare students to become leaders within their respective areas of practice and in the community. The program expects its graduates to refine and advance the quality of their practice while also striving to improve the quality of social services in general. The MSW program prepares our graduates to go beyond minimum standards of practice and to strive for excellence in the services that they render. It fosters personal and professional development of our students to make a mark that enhances individual integrity and promotes social justice, human rights, and social welfare. In so doing, the MSW program prepares its students to contribute to the realization of the goal of a just society.

Social work education at the MSW level is characterized by the biopsychosocial point of view. Both the Micro Practice and Leadership, Mezzo, and Macro (LMMP) Practice specializations emphasize the development of high-quality practice skills in service to others. Both specializations stress the complex interconnectedness of people and social systems, the uniqueness of all individuals, and a rigorous evaluation of biopsychosocial issues. Students are expected to develop a thoughtful approach to practice that is based on these considerations.

To summarize, the goals of the MSW program are:

* To prepare students for Micro or Leadership, Mezzo, and Macro Practice, which includes understanding and mastering the learning competencies and their dimensions associated with the Educational Policy and Accreditation Standards (EPAS) of the Council for Social Work Education (CSWE).
* To prepare students to be eligible to be licensed master’s level practitioners who are active members in the social work profession and who identify with the profession’s goals, values, and codes of ethics.
* To be leaders and advocates in promoting social and economic justice, respecting diversity, and meeting human biopsychosocial needs.
* To appreciate the complexity of human and social behavior and to develop the requisite skills in the critical and ethical analysis of social and behavioral science knowledge, its application to social work practice, and the delivery of social services.
* To contribute to advancing and disseminating social work knowledge.

## 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 Chicago 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 Chicago 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:

An appreciation of diverse cultural expressions and communities within the U.S. and internationally based on differences in gender, gender identity and expression, ethnicity, race, sexual orientation, religion, socioeconomic status, and other factors.

The ability to utilize in practice an appreciation for the richness and strengths in individual and cultural diversity, an understanding of one’s own social location based upon ethnicity, culture, race, gender, gender identity and expression, sexual orientation, socioeconomic status, and other factors, and a consciousness of the practice choices and challenges posed by similarities and differences.

# MSW Generalist and Specialized Curricula

The generalist content taught in the MSW program is premised on a generalist perspective of social work practice. Courses at the generalist level are intended to allow students to develop an understanding and demonstrate through course assignments and activities, as well as through the generalist internship, the generalist EPAS competencies, and related dimensions.

The overarching perspective of the generalist curriculum includes a) the values and ethics commonly held by the social work profession; b) the use of the person-in-environment framework for understanding factors on micro, mezzo, and macro levels that enhance and/or impede growth; c) the importance of a biopsychosocial orientation in assessing and intervening with various client systems and their environments. Integration of generalist content throughout the curricula provides students with opportunities to develop the capacities to conceptualize, intervene, and evaluate the effectiveness of interventions at the micro, mezzo, and macro levels.

The focus of the Loyola MSW program is to prepare students to become practicing social workers in their chosen specialization. Generalist content, therefore, is taught from a practice perspective and prepares MSW students for study during their specialized (second) year. That is to say, the academic and intellectual substance of the material deepens, and the focus is always on the critical application of this knowledge to social work practice. The curriculum of the MSW program is thus designed to prepare students to have the knowledge and skills necessary for them to effectively intervene with and on behalf of the client systems that they serve. Within the process of acquiring knowledge, values, skills, and cognitive/affective processes related to generalist practice, students begin to learn the significance of this content as it is applied in the context of their chosen specialization.

The curriculum at Loyola is organized into **two specializations:**

* Micro Practice
* Leadership, Mezzo, and Macro Practice (LMMP)

Again, courses at the specialized level are designed to allow students to further develop knowledge and demonstrate mastery of the specialized EPAS competencies and related dimensions in the specializations by deepening knowledge, values, skills, and cognitive/affective processes in a particular specialized area of social work practice. The specializations utilize the generalist curriculum as the basis for teaching second-year content.

Social workers develop advanced skills to help client systems of various sizes and types to influence their transactions with other systems. Social workers also use their skills for the good of the client systems and for society at large. The foci on Micro Practice or LMMP are by no means mutually exclusive and have some areas of overlap. Therefore, all Loyola students have knowledge and skills in both forms of practice, although the extent and depth of their knowledge and skill in one or another area of practice will vary according to the specialization that they select.

It is expected that at the specialized level, students will demonstrate growing competence in addressing problems and situations of increased complexity. Such advanced performance is demonstrated through increased awareness and understanding of the multiplicity of functioning, the ability to intervene at multiple levels of person-in-environment interaction, and a deepened appreciation of the social, political, and economic factors that influence social functioning, social policies, social institutions, and social work practice. It also reflects an increasing competence in working with diverse populations and in understanding and promoting social justice. This requires, in turn, an enhanced ability to integrate content from each curriculum area in ways that are directly relevant to each student’s specialization.

## Micro Practice Specialization

The Micro Practice Specialization extends the knowledge of generalist practice and requires a critical understanding of diverse theories and their related evidence-informed practice models with a diverse population. Critical analysis is used to examine these models from an antiracist, strengths, and systemic perspective to plan for interventions that are most effective in situations of increased complexity within our global world. Critical thinking skills, reflexivity, and an appreciation and understanding of diverse political, economic, and social systems as they impact micro practice in diverse settings (e.g., schools, mental health clinics, health care facilities, and others) are utilized to assess and engage client systems in prioritizing and managing clinical problems, and treatment goal Practice modalities from diverse cultural contexts are emphasized to deepen students’ understanding and ability to apply, modify, and develop practice models relevant to clients’ culture and experience of oppression in society.

Within the Micro specialization, students are required to select one of the following four tracks:

* Advanced Clinical Practice
* Migration Studies
* CADC (Certified Alcohol and Other Drug Counselors)
* School Social Work

These tracks comprise courses that further focus students’ studies in an area that pertain to clinical practice within students’ second-year internship. All students are required to submit their declaration of specialization with their online application for the specialist (specialist) internship. The application form is in the School of Social Work’s internship management platform, SONIA.

The areas of focus for specialized clinical social work practice may be generally, although not exclusively, defined by fields of practice that serve populations in need of growth, support, and assistance in coping with stressful and changing situations within an organizational and policy context designed to serve those populations. Students also learn to advocate for clients and influence the environment to help client systems engage and utilize resources and services. Clinical social workers influence these environments to facilitate client growth.

## Advanced Clinical Practice Track

The integrated practice track prepares students for micro-level clinical practice across various settings, including hospitals, outpatient practice, extended care facilities, and community agencies. This track is consistent with Loyola University School of Social Work’s mission to provide a transformative education for practice-informed social work. Students will choose 9 credit hours of practice courses from the Clinical Area of Specialization. The courses are taught by faculty members with expertise in course content. Courses include a variety of modalities, populations, and client concerns, including individuals, groups, families, children, adolescents, adults, older adults, loss and grief, trauma, and more. All courses integrate content on policy as relevant to the course topic**.**

## CADC Track

Loyola University Chicago’s School of Social Work is accredited by the Illinois Certification Board, ICB, as an Advanced Accredited Training Program, preparing social work students and practitioners to become Certified Alcohol and Other Drug Counselors (CADC).

Upon completion of the training program (see below for program requirements), students are eligible to submit their application to ICB to take the CADC exam. A passing grade on the ICB-administered exam is required for official CADC certification. The ability to take the exam is reliant on the completion of the required classwork and internship hours.

## Migration Studies Track

This track is designed to prepare social work professionals for international, transnational, and domestic practice with internally displaced persons, immigrants, and refugees. This program is compatible with all specializations. The study abroad program in Mexico (classes and internship) complements this track but is not required. For information and application forms, see the School of Social Work [study abroad](https://www.luc.edu/socialwork/student-support/study-abroad/) page.

## School Social Work Track

School social work is defined as a specialty by several national and local organizations. Illinois, along with several other states, requires individuals to be licensed to practice as a school social worker. In order to be licensed, individuals must receive their training through accredited institutions of higher learning in the State of Illinois. Appendix A contains specific information about ISBE Requirements, the application timing if a student wishes to be included in the School Social Work Specialization, and specifics related to our post-graduate School Social Work program.

In addition to interviewing for an internship, students who pursue the schools social work track must complete their school-based internship (which is the entire academic year of the district the student is interning in). Students must have a minimum grade of C or higher in the three required courses for the track and a passing grade in internship. (SOWK 609A, SOWK 609B, and CIEP 401).

## Leadership, Mezzo, and Macro Practice (LMMP)

The Leadership, Mezzo, and Macro Practice (LMMP) specialization prepare students to perform supervisory, managerial, and/or administrative practice within a variety of agency/organizational settings. (Agencies and organizations will be used interchangeably.)

Increasingly, social workers are called upon to assume leadership and development roles and responsibilities for personnel development, program management, and agency/organizational administration.

Whether rooted in a generalist or clinical model of professional education, when promoted to leadership levels, social workers must have the requisite knowledge, skills, and values to perform tasks and responsibilities including, but not limited to the following: guide and support the work of others, assist the professional development of others, facilitate program development, manage people, programs, processes (political and non-political), services, administer agencies/organizations, engage in financial planning, develop, implement, monitor and evaluate budgets, work with advisory and/or policy boards, support evaluation and research endeavors to assess effectiveness and efficiency, and perform development activities, e.g., formerly known as fund-raising and grant writing. Social work supervisors, program managers, and administrators must also know how to work with diverse and multicultural personnel and clients, as well as ensure quality services to all clients, including vulnerable, oppressed, and the practice area of LMMP is critical to enabling social work as a profession to maintain control/mastery in the operation of social/human services agencies and organizations.

## Leadership, Community, Advocacy, and Policy Track

Within the LMMP Area of Specialization are the Leadership, Community, Advocacy, and Policy (LCAP) track. This track prepares students for a range of mezzo and macro practice roles within a variety of organizational and community settings. Historically social workers have been called upon to assume leadership and facilitative roles in areas related to personnel supervision and development, program management, agency/organizational administration, community organizing, policy development, and advocacy.

Whether rooted in a generalist or clinical model of professional education, social workers must have the requisite knowledge, skills, and values to perform their roles and have an impact as leaders, advocates, organizers, and administrators. Social work supervisors, program managers, administrators, community organizers, policy developers, and advocates must know how to work with diverse and multicultural communities, organizations, personnel, and clients. For social workers providing leadership in organizations that provide direct services must ensure quality and affirm service provision for all client populations.

The track in Leadership, Community, Advocacy, and Policy is critical to effectively prepare the social work profession to maintain expertise in the operation of human service organizations, mobilization of communities in creating change, creation of policy, and promoting legislation that promotes equity.

## Certificates and Post-Master’s Programs

In addition to the curriculum fulfilling the requirements for an MSW degree, the School of Social Work has two programs that can result in either certification or eligibility for certification/licensure.

## Advanced Certified Alcohol and other Drug Counselor Training Program

Loyola University Chicago’s School of Social Work is accredited by the Illinois Certification Board, ICB, as an Advanced Accredited Training Program, preparing social work students and practitioners to become Certified Alcohol and Other Drug Counselors (CADC). Upon completion of the training program, students are eligible to submit their application to the ICB to take the CADC exam. A passing grade on the ICB-administered exam is required for official CADC certification.

**Admission Eligibility:** MSW students interested in this program must apply and be accepted. BSW students are eligible to apply for the program in the fall of their junior year. Five-year MSW students are eligible to apply for the program in the fall of their senior year. An additional option for this program is to pursue the CADC post-masters. Students must apply for this program via the School of Social Work website.

## Post-MSW Professional Educator License (PEL)- School Social Worker Endorsement Program

Internal students refer to the content under the School Social Work track. This section is for external students ONLY. Students interested in pursuing the PEL endorsement, which enables them to be social workers in a public school in Illinois, must meet the requirements of the Illinois State Board of Education (ISBE) and Loyola School of Social Work. Our program prepares students to be eligible to pursue the license. Students should consequently view the PEL Licensure requirements on the School of Social Work website, which is bound by ISBE requirements; therefore, no exceptions can be made.

**Admission eligibility:** Students must already have a master’s in social work from an accredited program to be eligible for this endorsement program.

**Program Requirements**: Students must successfully complete 10 credits (2 required classes and one externship) and pass the ISBE Content Area Test for school social work (ISBE #238) before the completion of the program. Students must receive a grade of “C” or better in each class. Students must remain in attendance at the externship throughout the entire school year (August-July).

# Academic Planning

The MSW program requires the completion of 49 credit hours, including two internships totaling 1,000 total hours. Students who are in the Advanced Standing or 5-year MSW programs require the completion of 23 credit hours. Dual-degree programs may require additional hours. Students are encouraged to consult with their advisor regarding specific requirements for their program and to review the course templates, which are available on the School of Social Work website. The School of Social Work website offers multiple examples of academic plans depending on the student’s interests/specialization and program.

In the MSW program, students may attend either part-time or full-time. It should be noted, however, that MSW classes are 3 credit-hour courses. Therefore, most traditional students will take a minimum of 12 credit hours in the fall and spring semesters for degree completion in 2 years. Students in the Online Bilingual MSW attend part-time and complete their programs in 8 semesters which is 2.5 years. Students in the Evening MSW cohort program attend part-time and complete their program in 3 years.

Students in the Advanced Standing program on campus may attend full-time or part-time. Students that attend full-time take 4 classes plus internship in fall and spring to complete their degree in one year. Students in the Online Bilingual MSW Advanced Standing program attend part-time for 4 semesters (spring, summer, fall, and spring) In terms of financial aid, 8 credit hours is considered full-time in the fall and spring. Students should note that four credit hours in summer constitutes full-time status and also allows students to be eligible for financial aid. For further information about deadlines and requirements as it pertains to tuition and financial aid, go to the [Financial Aid Office](https://www.luc.edu/finaid/index.shtml?utm_medium=redirect&utm_campaign=finaid-redirects&utm_source=finaid/index-html) website.

# MSW Advising

Advising is done in the MSW program by the professional staff in the School of Social Work. Upon entering the MSW program, students are assigned an academic advisor, who will remain with the student throughout their program. Students can view the name of their assigned advisor in their Academic Progress tab in LOCUS.

The advisor’s role is to:

* Advise students about academic matters and approve the student program plan template each fall and spring semester.
* Review the student’s educational progress toward graduation and answer questions about academic policies and requirements.
* Refer students who need accommodations for classes or who have academic difficulties or situational stresses to the appropriate campus resources such as the Writing Center, Student Accessibility Center, and Wellness Center.

Students in the traditional MSW programs are expected to:

* Watch the online program planning video and submit a completed template to the appropriate staff or faculty member (see Sakai advising site related to this) for approval each fall and spring. Students who fail to submit their template by the deadline will be blocked from registration. This is not a requirement for the Online Bilingual MSW or Online MSW programs.
* Self-register in LOCUS following instructions provided at Orientation.
* Monitor their grades and reach out to their advisor if they need support or resources.

Students in the online bilingual and online MSW programs are expected to:

* Follow their advising template as listed for the correct course sequence. Any changes to the course sequence may delay graduation.
* Self-register in LOCUS following instructions provided at Orientation.
* Monitor their grades and reach out to their advisor if they need support or resources.

# Registration, Independent Study, and Course Audits

Students self-register in LOCUS. The following link outlines the process: [Basics of Registration](https://luc.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=13733a39-bd14-4c0d-93c0-ace6017d8268) (video). The University assigns enrollment times based on completed LUC credit hours earned two weeks before 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.

## Registration Blocks

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, missing/incomplete immunizations, or failure to submit an advising template. Students can how to resolve holds on their accounts by clicking on their hold to view the details.

## Internship Instruction Class

To receive academic credit for internship experiences, students must enroll in the internship courses. The same procedures for registration and withdrawal are followed as with any class. Please note: Students are not to begin internship until they are officially enrolled in the correct internship class. For more detail, please view the Internship Manual.

In the MSW program, internship instruction classes are located under the prefix “SWII” in LOCUS. Students must also register for one of the corresponding Integrative Practice Seminar courses (SWII 530S, or SWII 632S) classes. These courses must be taken concurrently with the first half of the internship.

If for any reason, a student needs to withdraw from their internship, the student must obtain formal approval from their Internship Liaison and the Internship Coordinator prior to leaving the agency. It should be noted that the disruption of an internship can lead to a non-passing grade which can result in dismissal from this program. Students should consult the SSW’s Internship Manual, which can be found on the [forms](https://www.luc.edu/socialwork/student-support/forms/) page.

## Override Policy for Closed 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.
	+ All other sections of the course are full.

Academic Advisors can do an override **if the student meets the criteria above.** Students requesting an override should email their advisor the following: their name as it appears in LOCUS, student ID#, course requested, course section or class number, and a contact number.

## Withdrawing and Adding Courses

Students who wish to add, drop, or change sections of a course can do so via LOCUS. Students should be aware that they may incur partial tuition costs by dropping a course after the semester has begun. Students should refer to the [School of Social Work Academic Calendar](https://www.luc.edu/socialwork/student-support/academic-calendar/) which outlines the deadlines for dropping and withdrawing from classes. Dropping a course before the beginning of the term will result in no financial responsibility.

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. Complete withdrawal from all classes after the start date will result in tuition charges according to the withdrawal schedule available on the Office of the Bursar’s website. Students who are graduating and would like to change their schedule are advised to consult with their academic advisor to be sure that they understand the implications of the change.

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 [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.

## Procedure for Withdrawal from the School of Social Work

An enrolled student who wishes to completely withdraw from the university during any term must notify their academic advisor 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.

Students are advised that even when a withdrawal is approved, policies of the School of Social Work and the University remain in effect. Consequences concerning tuition charges, course credit, availability of required courses, required completion of the program within four years, approved template, and readmission to the School of Social Work are some of the potential problems that may be related to withdrawal from the MSW program. The following guidelines are recommended to minimize the potential complications that may arise from students’ withdrawal from the School of Social Work.

Students may consult with their Academic Advisor in completing the form for withdrawal from the School of Social Work. The form is available on the School of Social Work website. This form must be submitted to the Assistant Dean for MSW Programs in the School of Social Work.

When students withdraw from the school, either temporarily or permanently:

* Students must drop registered courses on LOCUS even if the course has not yet begun. This is an important step since tuition charges are related to the date a course is dropped.
* Students must advise the Internship Coordinator and internship site of a withdrawal from internship. Credit is not given for an internship that is not completed.
* Students that withdraw from the program and have incomplete grades will receive a final grade based on the work completed and submitted.

## 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 academic advisor. 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 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. 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 form and submit to their academic advisor.

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/).

## 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.*

## 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, 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 academic advisor.

## Financial Implications: Tuition and Financial Aid

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. Submit [Intent to Withdraw](https://www.luc.edu/media/lucedu/registrationrecords/provostpdfformsasof2022/Notice%20of%20Intent%20to%20Withdraw.pdf) form to your 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.

## 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. It is intended to supplement and enrich the elective part of the curriculum. Independent studies are NOT intended to substitute for required courses. Further, students may not take an independent study until their 500- level courses are completed. 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.

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. All independent studies must be formally approved by the Assistant Dean for MSW Programs.

An Independent Study Request Form can be found on the [School of Social Work](https://www.luc.edu/socialwork/student-support/forms/) website. 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 Assistant Dean for MSW Programs for formal review and approval. Other copies should be kept by the student, and the instructor, The Assistant Dean for MSW Programs, 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 690 represents the MSW independent study course.

## Audit

Permission to audit a course must be obtained from the Assistant Dean for MSW Programs and the course instructor. MSW students must complete the form found on the School of Social Work [website](https://www.luc.edu/socialwork/student-support/forms/) and submit it to the Assistant Dean for MSW Programs for approval: Auditing of graduate level courses, rules:

To audit a course, the student must (1) complete the audit request form, (2) receive approval from the program/department offering the course, and (3) submit this form to the Assistant Dean for MSW Programs. The completed form must be received by the School of Social Work by the end of the second week of the semester or by the end of the first week of the summer. The School of Social Work will not approve a request received after the deadline.

Once a course is converted to “audit” for a student, it will not be re-classified as a “for-credit” course (i.e., a course that is being audited may not at any time be counted as credit hours completed toward degree requirements). The tuition rate for audited courses is 50% of the regular (for credit) tuition rate (see the University’s schedule of classes for information on tuition and fees). Students will be billed for the full rate and then receive an adjusted statement. To avoid payment fees, students must pay 50% of the full tuition upon receipt of the first bill. The program/department offering a graduate course designates which courses may be open to auditors. Students must follow these guidelines:

* + A course taken for audit does not fulfill a prerequisite.
	+ Completion of the audit request form does not constitute registration for the course; the student is responsible for registering for the course via LOCUS and must do so prior to the late registration deadline to avoid a late registration fee.
	+ Class attendance is required, and auditors have a right to participate in class discussions. A grade of AU indicates satisfactory attendance; a grade of W will be assigned in cases of unsatisfactory attendance. Auditors do not complete course papers, examinations, or other assigned projects.

A course that is audited does not count as hours attempted; therefore, it is not considered in determining a student’s enrollment status (i.e., whether the student is classified as full or part-time) and is not eligible for coverage by a tuition scholarship.

# Grading Policy in the School of Social Work

No students may graduate with less than a 3.0 cumulative GPA for all graduate–level courses taken for credit and any undergraduate courses taken for MSW credit. As noted in course syllabi, the primary letter grades are assigned using the following criteria:

**A** = Exceptional work: outstanding: this grade will be assigned to work that shows extensive use of the literature as well as the wide use of concrete examples from practice and careful attention to the use of professional language, good grammar, and sentence structure in written products.

**B** = Fully meets graduate standards: this grade will be assigned to work in which all aspects of assignments are completed satisfactorily, showing a combination of accurate use of theory and principles and precise descriptions of practice.

**C** = Overall performance is satisfactory

**D** = Overall performance is poor

**F** = Failure: overall quality of work is unsatisfactory (This will result in dismissal from the program)

The grading system used in the School of Social Work is the same as that is used within the University. Please see below for the grading system and status for certain grades:

| **Grade** | **Points** | **Description** |
| --- | --- | --- |
| **A** | 4.00 |  |
| **A-** | 3.67 |
| **B+** | 3.33 |
| **B** | 3.00 |
| **B-** | 2.67 |
| **C+** | 2.33 |
| **C** | 2.00 |
| **C-** | 1.67 | A grade of C- or lower will require a class to be retaken |
| **D+** | 1.33 | A grade of D will require a class to be retaken |
| **D** | 1.00 |   |
| **F** | 0.00 | An F grade will result in dismissal from the program |
| **P** | 0.00 | Pass with credit |
| **NP** **I****W**  | 0.00 | No Pass (equivalent to a failing grade) IncompleteWithdrawal |

**Incomplete Grades**

Students are expected to complete coursework by the end of the semester. In the event that certain unplanned circumstances occur, which affect the student’s academic performance, an incomplete grade may be considered. “I” grades may not be used to provide students with an opportunity to complete additional work or makeup deficiencies in work already submitted. To qualify for an incomplete grade, students must have completed 75% of the coursework.

To request an incomplete, students must first meet with the instructor. If the instructor approves the incomplete grade, the student will complete the Request for Incomplete Grade form located on the [SSW](https://www.luc.edu/socialwork/student-support/forms/) website. Once the student and instructor have signed the form, it is submitted to the Assistant Dean for MSW Programs for final approval. Any requests must be submitted by the last Friday of the class (prior to finals week).

The incomplete work should be finished according to the schedule approved by the professor, but no later than 6 weeks into the following term. Once work is submitted and graded, the “I” grade is changed to a final grade in LOCUS. If the deadline for assignments is not met, the instructor will provide a final grade based on any prior, completed work.

Students are allowed multiple incompletes for classes pending instructor and Assistant Dean approvals. In situations where students are eligible for three or more incomplete grades, the Assistant Dean could make additional recommendations. The Assistant Dean has the discretion to recommend withdrawing from classes for the next semester if the incompletes are still outstanding into the next semester.

Students who are on academic probation are eligible for incomplete grades; however, the unfinished work must be completed prior to the start of the following semester for the student to get back in good standing. A student that fails to get back into good standing would be dismissed from the program.

An “I” grade will not impede a student’s progress in the program. However, “I” grades do not fulfill the prerequisites to enroll in higher-level courses.

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.

Students will receive an incomplete grade in internship if they have not completed their internship documentation prior to the end of the semester.  This includes Internship Supervisor approval of internship hours as well as completion of the mid-year or final-year evaluation.  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.

## W Grades

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 [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.

## Failing Grades – F and NP

MSW students receiving a failing grade of “F” in any course or an “NP” in internship are automatically dismissed from the program. Students will be withdrawn from pending classes immediately. A letter will be sent to the student via email and registered mail. Dismissed students have the right to appeal their dismissal within 30 days of notification. Students submit their appeal letter and form to the Assistant Dean for MSW Programs. Please note that students who are re-admitted into the program through an appeal are not guaranteed re-enrollment into their internship or re-enrollment into previously withdrawn courses. If an appeal is denied, students have a right to a final appeal to the Dean.

If an appeal is denied, students who are dismissed may reapply for re-admission after one term. Students should also be aware that delays in the program due to dismissal may adversely affect the available time they have left to complete their degree.

# MSW Program Time Limits

Academic requirements in the MSW program are a minimum of two courses each Fall and Spring semester and completion of the entire program within four years. To be considered an exception, students are expected to consult with their Academic Advisor. To review the policy for taking a leave of absence, please see the LOA section below.

MSW students who need longer than four years to complete the program must submit a Request for Exception Policy form (except for dual degree students – see below). The form is available on the [School of Social Work](https://www.luc.edu/socialwork/student-support/forms/) website and must be submitted to the Assistant Dean for MSW Programs. Students who extend their program beyond five years may also need to repeat certain courses as required for degree conferral.

Students in dual degree programs may be granted up to five years as necessary because of the special nature of their programs. Students in dual degree programs who take more than five years must also file a Request for Exception to Policy form and follow the procedure delineated above. Dual degree students who extend their program beyond five years may also need to repeat certain courses as required for degree conferral.

# Leave of Absence Requests

A leave of absence is intended for students who wish to temporarily discontinue their graduate studies due to special circumstances (e.g., medical, personal, or professional reasons). A student requesting a leave of absence must complete the online leave of absence form located on the [SSW](https://www.luc.edu/socialwork/student-support/forms/) website. The student must discuss their academic plan with their academic advisor and obtain their signature on the form. Their advisor then submits the form to the Assistant Dean for MSW Programs for review. Students are responsible for dropping their courses if they are enrolled for the term in which they have requested a leave of absence.

Students may take multiple leaves of absence that total no more than one full academic year (Fall/Spring/Summer), which does not need to be consecutive. If a student does not return from a leave of absence after a year, their program will be discontinued, and the student must complete an application for re-admission to the program.

Once the request has been processed, the Assistant Dean for MSW Programs sends a confirmation email to specify the dates of the leave, as well as to indicate any additional steps, if applicable. Once registration is open, the student can enroll in classes for the term selected to return.

# Academic Probation

At the School of Social Work, there are three reasons a student may be placed on academic probation:

## MSW Admissions with Academic Probation

When an MSW student is admitted on academic probation, the following conditions are engaged: students may apply for and start their internship; students are restricted to enroll in 3 credit-bearing classes during their start term if they begin in fall or spring, and students must earn grades of a B or higher in all classes. Students who prefer to attend part-time may extend their probation over two semesters, enroll in 2 credit-bearing classes each semester, and are required to earn grades of a B or higher while on probation. Students who begin in the summer must take 2 credit-bearing classes during their start term and are restricted to a maximum of 3 credit-bearing classes in the fall semester and must earn a grade of B or higher in all classes.

The online bilingual and online MSW programs are part-time programs, and as a result, students take fewer classes each term. For this reason, students admitted on probation into these programs are on academic probation for two semesters and are required to earn grades of B or higher in all classes.

The Associate Dean will monitor the student’s progress and verify if the student has met the conditions of probation and release the student from probation. It is recommended that the student consults with their Academic advisor to develop a long-term academic plan. Should a student withdraw from a course during the probationary semester or receive a grade(s) of B- or lower, the student will be dismissed from the program. If a student is dismissed, they have the right to appeal the grade or the dismissal (see appeal policy on page 32).

Students admitted on probation may not go on academic probation for any reason in any subsequent semester. Doing so will result in dismissal from the program.

## Academic Probation for a GPA lower than 3.0

Students are to maintain a cumulative grade point average of at least 3.0. Students who fail to maintain this grade point average are placed on academic probation.

No student may be on academic probation for more than one term for which they are enrolled (including summer) unless approved by the Associate Dean. Failure to exit academic probation will result in dismissal from the program. Students placed on academic probation who are later dismissed from the program for failing to raise their grade point average to a 3.0 cannot appeal their dismissal but can appeal the grade that resulted in their dismissal if warranted. The Associate Dean will be responsible for monitoring probation and notifying the student when their probation status is lifted.

Should a student’s GPA fall below the required 3.0 GPA in a future term, they will be dismissed from the program. A student can appeal the grade that led to the dismissal but not the dismissal decision if the grade is upheld.

Should a student withdraw from a course during the probationary semester, the student will be dismissed from the program.

## Academic Probation for a Grade of C- or Lower Apart from a Failing Grade

Students who receive a grade of C- or lower (not including a failing grade which will result in dismissal) will be placed on academic probation. In addition, no grade of C- or lower will count toward degree requirements, nor does a grade of C- or lower fulfill a prerequisite. Such grades, however, will be included in the student’s cumulative GPA. MSW students who receive a grade of C- or lower in a required social work course must repeat the course the next time it is offered (to include the summer term). MSW students who receive a grade of C- or below in an elective may substitute for another elective in order to receive credit for the course.

If a student disagrees with the grade that resulted in their probation, they may request a CSA hearing as part of the due process. The Associate Dean will be responsible for monitoring probation and notifying the student when they are released from probation. Should a student withdraw from a course during the probationary semester, the student will be dismissed from the program.

NOTE: Students who are on probation and exit, whether that probation was a condition of their admission or after admission, who fall back into probationary status a second time will be dismissed from the program.

# 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

In an instructional setting, plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common knowledge) material without acknowledging its source. This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers. (Defining and Avoiding Plagiarism: The WPA Statement on Best Practices, retrieved from <http://wpacouncil.org/files/wpa-plagiarism-statement.pdf>).

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.

By the time students are in graduate school, it is assumed that they know better than to quote all or part of another person’s work without quotation marks and footnotes. Papers obtained by research services’ or anyone else but the student’s own work also qualify as plagiarism and will be considered as such by the faculty. Submitting the work of another person, whether in a term paper, case record, examination, or offering fictitious case material, misrepresents students to the instructors and to peers. Using or sharing notes or copying the work of another person for an examination or paper not only constitutes falsifying your work; it can affect the grades of the students involved. The faculty considers this serious, unprofessional conduct.

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 MSW program.

## 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 Workers’ Code of Ethics. Students are expected to adhere to the behavioral expectations of the University, which are respect for others, the fitness of the student role, and honesty in all aspects of student conduct. Further, as a student, your conduct is governed by the terms and provisions of the [University’s Community Standards](https://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 a 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 adhere to.

Students must be able to develop professional relationships with clients and/or client systems and have the capacity to be aware of their behavior and its impact on client-worker transactions. It is the social worker’s responsibility to assume the management of their presence within this relationship. Finally, students are expected to develop skills in their ability to evaluate the effects of practice interventions throughout the process of treatment.

Social workers do not lie to clients, abandon them, or place their own convenience above a client’s needs. There is never an acceptable reason to become sexually involved with a client or to engage in any other exploitative behavior.

One of the most important qualities in relationships with clients is their trust that the sensitive material they share is confidential and that students will act in their best interest. Violating that trust by sharing information about an interesting case can be tempting, but it is unprofessional conduct. Supervisors and agency policy are important supplements to the Code of Ethics for understanding how to deal with issues of confidentiality most appropriately.

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 behaviors identified by Lamb, Cochran, and Jackson (1991), which may reflect the need for varying degrees of action.**

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 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 acceptable level of competency; or
* 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, they are violating the ethical standard of competence.

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

Non-degree-seeking students are expected to adhere to the standards of academic integrity and professional ethics established by the School of Social Work. Failure to do so will result in disciplinary action, which may include dismissal.

## Engaging in The Private Practice of Social Work

The Loyola University Chicago School of Social Work believes that the private practice of social work is a legitimate endeavor for qualified, experienced MSW social workers. The School of Social Work also believes that the private practice of social work by persons enrolled in the BSW or the MSW program cannot meet the professional standards to which the School of Social Work subscribes. Students enrolled in this School must not engage in the private practice of social work. To do so may be considered grounds for dismissal from this School.

## Non-Discrimination Policy

Loyola University Chicago admits students without regard to their race, color, religion, sex, age, sexual orientation, gender identity, national or ethnic origin, ancestry, disability, marital status, parental status, military/veteran status, or any other characteristic protected by the applicable law to all the rights, privileges, programs, and other activities generally accorded or made available to students at the school. Loyola University Chicago does not discriminate on the basis of race, color, religion, sex, age, sexual orientation, gender identity, national or ethnic origin, ancestry, disability, marital status, parental status, military/veteran status, or any other characteristic protected by applicable law in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs, or in any aspects of its employment of faculty and staff.

The University’s Title IX policies are published within the [Comprehensive Policy and Procedures for Addressing Discrimination, Sexual Misconduct, and Retaliation](https://www.luc.edu/comprehensivepolicy/) (“Comprehensive Policy”), which includes information and instructions on how to submit a report or file a formal complaint of sex discrimination, including sexual harassment. Inquiries about the application of Title IX at Loyola can be directed internally to the Title IX Coordinator and/or externally to the Assistant Secretary for Civil Rights in the United States Department of Education.

The Title IX Coordinator for Loyola University Chicago is the Executive Director for Equity & Compliance in the [Office for Equity & Compliance](http://www.luc.edu/equity). Any person may report sex discrimination, including sexual harassment, by using the [online reporting form](https://cm.maxient.com/reportingform.php?LoyolaUnivChicago&layout_id=9) (powered by Maxient™), or in person, by mail, by telephone, or by email, using the contact information listed below.

**Title IX Coordinator**

Timothy Love, Executive Director for Equity & Compliance
Office for Equity & Compliance
Granada Center 4th Floor, 6439 N. Sheridan Rd., Chicago, IL 60626
office (773) 508-7766
direct (773) 508-3733
tlove@luc.edu

**Deputy Title IX Coordinator**

Jill Santos, Equity Investigator

Office for Equity & Compliance
Granada Center 4th Floor, 6439 N. Sheridan Rd., Chicago, IL 60626
office (773) 508-7766
direct (773) 508-3781
jsantos9@luc.edu

**Deputy Title IX Coordinator**
 Samantha Maher Sheahan, Associate Dean of Students
 Office of the Dean of Students
 Damen Student Center 3rd Floor, 6511 N. Sheridan Rd., Chicago, IL 60626
 office (773) 508-8840
 direct (773) 508-3618
 smaher1@luc.edu

**Deputy Title IX Coordinator**
 Nika Arzoumanian, Equity Investigator
 Office for Equity & Compliance
 Granada Center 4th Floor, 6439 N. Sheridan Rd., Chicago, IL 60626
 office (773) 508-7766
 direct (773) 508-3784
 narzoumanian@luc.edu

Deputy Title IX Coordinator
 Brian Houze, Equity Investigator
 Office for Equity & Compliance
 Granada Center 4th Floor, 6439 N. Sheridan Rd., Chicago, IL 60626
 office (773) 508-7766
 direct (773) 508-8694
 bhouze@luc.edu

Such a report may be made at any time, including during non-business hours, by using the [online reporting form](https://cm.maxient.com/reportingform.php?LoyolaUnivChicago&layout_id=9) (powered by Maxient™), telephone numbers, or emails provided above.

Inquiries or reports may be made externally to:

**Office for Civil Rights (OCR)**
U.S. Department of Education
400 Maryland Ave., SW, Washington, DC 20202-1100
(800) 421-3481
TDD (877) 521-2172
OCR@ed.gov
[www.ed.gov/ocr](http://www.ed.gov/ocr)

**OCR Chicago Office**U.S. Department of Education
Citigroup Center
500 W. Madison St., Suite 1475, Chicago, IL 60661-4544
(312) 730-1560
OCR.Chicago@ed.gov

**Equal Employment Opportunity Commission (EEOC)**
Chicago District Office
JCK Federal Building, 230 S. Dearborn St., Chicago, IL 60604
(800) 669-4000
ASL Video Phone: (844) 234-5122
[www.eeoc.gov](http://www.eeoc.gov/)

Loyola is fully compliant with Title IX and related laws and regulations but considers them to be a minimum standard for ensuring a safe and inclusive University environment. Accordingly, Loyola reserves the right to address any allegation of sexual misconduct (including non-consensual sexual penetration, non-consensual sexual contact, sexual harassment, sexual exploitation, intimate partner and/or domestic violence, and stalking), even if the alleged conduct does not meet the definitional and jurisdictional requirements for Title IX sexual harassment, or if the conduct occurs off-campus.

To raise any concern or conflict of interest regarding the Title IX Coordinator, or to report any misconduct or discrimination committed by the Title IX Coordinator, contact Human Resources at (312) 915-6175. For all other concerns related to Title IX and/or sexual misconduct, please contact the Title IX Coordinator.

# Services for Students with Disabilities

The Student Accessibility Center (SAC) supports, services, and empowers Loyola University Chicago students with disabilities. Students with documented disabilities are encouraged to register with the SAC office to receive support and accommodations (academic, meal plan, or housing) during their time at LUC. All requests for accommodations are determined on an individual case-by-case basis by an accessibility specialist.

Student accommodations are formalized via a letter from the SAC office. All registered SAC students must activate their accommodations each semester by submitting a semester request via Accommodate. Once submitted, Accommodate will send a copy of your academic accommodation letter directly to your faculty. Some accommodations will require additional forms or action on your part. Please see the information provided in your letter for details or contact SAC@luc.edu.

Students can register with the SAC at any point during their academic career, but it is strongly recommended that this process begin as early as possible, as accommodations are not retroactive.

The SAC is committed to maintaining the confidentiality of students with disabilities. Once the student has registered for classes, students must activate their accommodations through SAC each semester. For more information, visit the [Student Accessibility Center Website](http://www.luc.edu/sac).

The SAC Office serves students with a variety of disabilities, including but not limited to: learning disabilities, attention-deficit/hyperactivity disorder, chronic health impairments, or psychological disabilities. If you are not sure about your eligibility for services, have concerns with your current accommodations, or have further questions, please contact SAC at (773) 508-3700 or visit the [Student Accessibility Center Website](https://www.luc.edu/sac/).

# Academic and Non-Academic Appeals

Academic appeals include questions regarding the 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 the 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 policies 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:

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

In cases other than those noted above, there is no 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 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

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 in 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](https://www.luc.edu/socialwork/student-support/forms/).

**Grievance Hearing Procedure**

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

The CSA (Committee on Student Affairs) 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 Assistant Director of Academic Advising, 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.

*Note: Allegations of misconduct in the design, conduct, or reporting of research supported by federal funds shall be handled through the procedure described in the University policy concerning misconduct in scholarship*

## 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 Appeal

Grievances regarding dismissal decisions are submitted to the Assistant Dean for MSW programs.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 in 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 a current mailing address. A meeting with the Assistant Dean 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 Assistant Dean for MSW programs will review the appeal materials and make a determination. All required information is submitted to the Assistant Dean for MSW programs within the parameters stated above. The Assistant Dean’s contact information is posted on the [SSW](https://www.luc.edu/socialwork/student-support/forms/) website on the forms page.

If the Assistant Dean’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 Assistant Dean. 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.

When students are dismissed from the program, they have the option to reapply after one semester from the term that resulted in dismissal. This is an option regardless of if the student appealed the dismissal decision. (See page 37 for the Readmission procedure).

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. Students in non-degree-seeking programs who are not enrolled in the MSW program do not have the same rights to appeal dismissal as enrolled MSW students.

# Transfer Credit

## Who Can Get Credit?

* Students can apply for transfer credit for Social Work courses from a CSWE-accredited program.
* Advanced Standing students can also apply, but because they obtain credits for their first year of coursework when they are admitted, the number of credits we will consider is more limited and is generally not greater than two Social Work courses from a CSWE-accredited program.

## What Courses Count?

* You can obtain credit for social work courses from a CSWE-accredited program.
* You can obtain credit for non-social work courses in another discipline if those courses did not count toward your degree (they were electives) and the courses are related to social work. The courses will count as electives in our social work program.
* You can obtain credit for internship if your internship was comparable to our requirements in terms of internship hours and supervision.

## Other Restrictions

* You must have obtained a grade of B or higher in the course to receive transfer credit. For internship students must have obtained a grade of a B or higher or a grade of pass.
* Courses at community colleges do not count as those are not CSWE-accredited programs.
* Credits awarded for non-social work courses in another discipline (electives) are limited to 6 credit hours.
* You must have completed the course for which you are seeking credit no more than five years prior to admission.
* The School of Social Work does not grant transfer credit for work or life experience.

## How and When to Seek Credit

* Newly admitted students should apply for transfer credit as soon as possible upon admission and should request transfer credit no later than the beginning of their first semester to ensure they are registered for the correct courses.
* Students must submit a transcript (unofficial) and the syllabi for each course for which they are requesting transfer credit.
* Students seeking credit for internship must submit a transcript (unofficial), the internship evaluations, and syllabi for the internship courses.
* Students submit their transfer credit requests electronically to MSWtransfercredit@luc.edu.
* The review process can take up to 14 days. An email will be sent to students’ Loyola email addresses informing them of the outcome.

## Advanced Standing Program

The Advanced Standing Program is for students who have been awarded a BSW degree from an accredited BSW program and meet the Advanced Standing program admissions requirements established by Loyola’s School of Social Work.

Students accepted in the Advanced Standing program are awarded 26 credit hours toward the MSW degree.

**Internship Planning and Specializations for Advanced Standing Students:**

Advanced Standing students enter the MSW program during the specialized year of study in which the internship and elective courses support the student’s areas of interest and desired expertise. The areas of specialization include Micro Practice and Leadership, Mezzo and Macro Practice (LMMP). The internship is aligned with the student’s chosen specialization. Early application to the internship is recommended to ensure that there is an internship setting that supports the student’s desired area of specialization. Students in the Advanced Standing program who are also in a dual degree program contact the Assistant Director of Academic Advising for requirements for the dual program.

PLEASE NOTE: Some Advanced Standing students who wish to go into the School Social Work track may not be eligible, depending on when they apply to the program.

# Readmission to the School of Social Work

Requests for readmission to the School of Social Work are processed through the admissions office. Students must meet the standards as outlined below and are subject to any changes in the program since their last date of attendance. All MSW students are expected to complete their coursework within 4 years of admission per the School of Social Work’s Time Limit policy. Students who are re-admitted to the program but are not able to complete the degree requirements within four years of their initial date of admission are an exception to this policy and will be required to file a Request for Exception Policy form (available on the School of Social Work Website) with the Assistant Dean for MSW Programs. The form must be approved by both the Assistant Dean for MSW Programs and the Dean. Students taking more than four years may also need to repeat certain courses as required for degree conferral.

For students who have been absent from the program for **less than two years,** the following guidelines have been established for requesting readmission:

* 1. Complete the Re-Application for Admission Form This can be found on our website.
	2. Provide an updated Personal Statement addressing the following:
		+ Explanation for leaving the program; If you were dismissed from the program, please discuss your plan to address the conditions that led to your dismissal and your plans for successfully completing the program.
		+ Discuss the reason for the timing of re-application
		+ Describe continued commitment to the social work profession
		+ Minimum 250 words or 1 page
	3. Submit a copy of the Loyola Transcript. Courses that were completed more than 4 years ago may need to be repeated\*

Students who have been absent from the program for more than two years should complete a new application for admission at the following link: [Application Management (luc.edu)](https://gpem.luc.edu/apply/)

# Graduation

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 (February 1 for the August conferral, August 1 for the December conferral, and December 1 for the May conferral). Students that miss the deadline for the time they are assigned will be required to submit a late graduation application and $30 late fee.

## Social Work Licensure

Students who have questions about licensure procedures and requirements should check the [School of Social work](https://www.luc.edu/socialwork/student-support/licensure/) website. It is recommended that students review the NASW website for out-of-state licensure. Requirements vary by state.

Some states may require detailed course descriptions and internship evaluations to verify clinical content for licensure. It is recommended to keep copies of syllabi and internship evaluations as documentation.

# 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 the 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.Extensive use of direct quotations from outside sources, even if they are properly cited, does NOT constitute good writing at the graduate level.

If students need assistance in improving their writing skills, they can refer to the University website[Writing Center: Loyola University Chicago (luc.edu)](https://www.luc.edu/writing/) for information about the location and hours of the Writing Center.

## 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 see the [library website](https://www.luc.edu/law/currentstudents/library/).

Students can also use the catalog from the computing labs, dormitory rooms, or from home. 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.

**Summer participation**: Loyola University Chicago School of Social Work does not participate in the Summer Ventra U-Pass Program. Please check with CTA for weekly and/or monthly passes.

**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 Graduate students enrolled for 8 or more credit hours 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.

# Appendix

School Track- Professional Educator License-School Social Worker Endorsement [Formally known as Type 73 Certificate]

State of Illinois Professional Educator License (PEL) –School Social Worker Endorsement- Requirements: students interested in pursuing the PEL, which enables them to be a social worker in a public school in Illinois, must meet the requirements of the Illinois State Board of Education (ISBE) and Loyola School of Social Work.

## ISBE Requirements

A candidate for the PEL must also pass the content-area test specific to school social work. The test (ISBE #238) must be passed prior to the completion of the specialist internship.

ISBE rules require a grade of “C” or better in all program classes (SOWK 609A, SOWK 609B, and CIEP 401). The internship grade of “P” (pass) meets the ISBE requirement. Please follow the directions on the [Illinois](http://www.icts.nesinc.com/index.asp) [Certification Testing System (ICTS)](http://www.icts.nesinc.com/index.asp) website for information on test registration, dates, and locations. See [study guide for the content area tests for social work](https://www.il.nesinc.com/Content/STUDYGUIDE/IL_SG_SRI_238.htm).

## Loyola School of Social Work Requirements

The schools track must be declared by November 1st by applying to the specialist internship in Sonia. Students in the Micro Practice in Schools Track must secure an internship at a site that has been approved by Loyola as a PEL school. Students are directed to these sites through interviews conducted by Loyola. Students can prioritize their top two internship choices based on the interview. Students receive referrals and contact information because of their interviews. Students then interview with specific schools or districts to receive internship offers.

For the internship, students are required to follow the academic calendar of the school district in which they intern. To that end, the internship will not follow Loyola’s academic calendar year. Students must complete at least 600 internship hours in a traditional public-school setting. The internship will also fulfill the Council of Social Work Education’s required competencies.

## Eligibility for PEL Program by Term of Admission

### MSW Full-Time Applicants

Students who enter the MSW program full-time submit their application for the schools track starting November 1st. Students are required to meet with the PEL/Schools program Director or designee for an initial interview. The referral process for the schools internship begins in late December/early January, prior to the fall academic year of the internship.  (Students will not utilize Sonia to obtain referrals for the Schools/PEL track, they will receive referrals from the interview process.)

### Advanced Standing Applicants

Students will submit their application for the schools track within 5 days of notification of admission to the SSW and will receive an invitation for an initial interview via Sonia.  Students should notify the Program Director of their admission concurrently so that an interview can be scheduled right away. Schools internships are typically confirmed no later than the end of May.

### BSW-Five Year Students

Students will complete the application for schools track starting November 1st of their senior year. Students are required to meet with PEL/Schools program Director or designee for an initial interview. The referral process for the schools’ internship begins in late December/early January, prior to the fall academic year of the internship. (Students will not utilize Sonia to obtain referrals for the Schools/PEL track, they will receive referrals from the interview process.)

### Part-Time Students

Part-time students wishing to select a school social work track will need to program plan with their Academic Advisor to determine which fall semester they will be completing their internship.  Students are required to meet with PEL/Schools program Director or designee for an initial interview.  Applications will need to be submitted starting November 1st.

### Applying For Licensure

Once students have completed the required ISBE tests, course work, internship, and the degree conferral has been completed; candidates may proceed to the next steps to receive the Professional Educator License- School Social Worker Endorsement, which includes filling out the [Entitlement form](https://www.luc.edu/media/lucedu/socialwork/pdfs/pel/Schools_Specialization_PEL_Information_Form.pdf).