



LOYOLA
UNIVERSITY CHICAGO

SCHOOL OF SOCIAL WORK

Master of Social Work (MSW) Student Handbook

Revised Summer 2025

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

Table of Contents

The School of Social Work	8
School of Social Work Mission	8
MSW Program Overview	9
MSW Program Goals, Values, Ethics, and Diversity	10
Goals	10
Values and Ethics	11
Diversity	11
Non-Discrimination Policy	12
MSW Generalist and Specialized Curricula	12
Specializations	13
Micro Practice Area of Specialization	14
Advanced Clinical Practice Track	15
Certified Alcohol and Other Drugs Counselor Training Program (CADC) Track	16
Migration Studies Track	16
School Social Work/PEL Track	17
Leadership, Mezzo, and Macro Practice (LMMP) Area of Specialization	18
Leadership, Community, Advocacy, and Policy Track	18
Advanced Standing Program	19
Certificates and Post-Master’s Programs	19
Advanced Certified Alcohol and other Drug Counselor Training Program	20
Post-MSW Professional Educator License (PEL)- School Social Worker Endorsement Program	20

School of Social Work Attendance Policy	21
Academic Planning.....	21
MSW Advising.....	22
Registration, Independent Study, and Course Audits	23
Registration.....	23
Registration Blocks	23
Independent Study	24
Audit	24
Override Policy for Closed Courses	25
Withdrawing and Adding Courses	26
Request for Change of Registration	26
Withdrawal from the School	27
Complete Emergency Withdrawal.....	27
Internship Goals and Objectives	28
Internships General Information	28
Levels and Types of Internships	30
Generalist Internship.....	30
Specialized Internship.....	30
Internship Planning and Specializations for Advanced Standing.....	30
Employment-Based Internship.....	31
Internship Timeframes	31
Traditional MSW and Advanced Standing Program Internships	32
Fall to Spring Internship	32

Spring to Summer Internship	32
Summer Block.....	32
Online Bilingual MSW Program and Online MSW Program Internships	33
Internships by Specialization & Track	33
Internship Forms and Due Dates.....	33
Roles and Responsibilities of Student Interns.....	34
Professional and Ethical Expectations	34
Preparation for Internships.....	36
Internship Resume and Cover Letter	36
Travel to Internship	37
Internship Site Requirements	37
Students with Disabilities and Accommodations	37
Class and Internship Scheduling Conflicts	38
Attendance at Internship.....	38
Tracking Hours	39
Requesting Time Off.....	39
Supervision, Feedback, and Evaluations	40
Internship Requirements.....	40
Internship Course Enrollment	40
Social Work Internship Instruction (SWII) Class.....	41
Securing an Internship Site	41
Incomplete Grades for Internship	41
Learning Agreement.....	42

Evaluations.....	42
Student Self-Evaluations.....	44
Program Evaluation using SWEAP	44
Procedures for Resolving Conflicts in Internships	45
Termination of Internship Policy	46
Resilience, Inclusion, Support, and Engagement (RISE) Process	46
Grading Policy in the School of Social Work	47
Grading for Internships.....	48
Incomplete Grades	49
W Grades	50
Failing Grade in a Class - F.....	51
NP (No Pass) Grade.....	51
Financial Aid Implications of Failure in Internships.....	52
Academic Appeals.....	52
Grade Grievance Policy	53
Dismissals	54
Dismissal Appeal Procedures:	55
MSW Program Time Limits	55
Leave of Absence Requests	56
Academic Probation	56
MSW Admissions with Academic Probation.....	57
Academic Probation for a GPA lower than 3.0.....	57
Academic Probation for a Grade of C- or Lower Apart from a Failing Grade.....	58

Academic Suspension	59
Student Professional Practice [SPP] Policy	59
Professional Behavior in the Educational Setting	64
Academic Integrity.....	64
Title IX Disclosure and Rights	66
Services for Students with Disabilities	67
Transfer Credit.....	68
Who Can Get Credit?.....	68
What Courses Count?	68
Other Restrictions	68
Graduation.....	70
Degree Conferral Timeline	70
Social Work Licensure	70
University Support Services for Students.....	70
Writing Center	70
University Libraries	71
Email Communication	71
Health Insurance and Student Wellness Center	72
Shuttle Bus and Ventra U-Pass	73
Appendix	73
Illinois State Board of Education (ISBE) Requirements	73
Loyola School of Social Work Requirements	74
Eligibility for PEL Program by Term of Admission	74

MSW Full-Time Applicants	74
Advanced Standing Applicants.....	74
BSW-Five Year Students	74
Part-Time Students	75
Applying For Licensure.....	75

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 (CSWE) was in 2023.

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 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).

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 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 Loyola University Chicago's [Community Standards](#).

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 such as gender, gender identity and expression, ethnicity, race, sexual orientation, religion, and socioeconomic status.

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 and a consciousness of the practice choices and challenges posed by similarities and differences.

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.

MSW Generalist and Specialized Curricula

The generalist content taught in the MSW program is premised on a generalist or foundational 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 generalist year required courses are listed below:

SOWK 500 - Lifespan Development, Human Behavior, Trauma, and Theory

SOWK 501 - Assessment of Client Concerns in Context

SOWK 502 - Power, Oppression, Privilege and Social Justice

SOWK 503 - Practice Skills with Individuals and Families

SWII 530: Internship I & Simulated Experience

SWII 530S: Integrative Seminar (Meets 5x)

SOWK 504 - Integrated Micro/Mezzo/Macro Theory and Practice

SOWK 505 - Group Work Practice in Social Work: Micro, Mezzo, Macro

SOWK 506 - Research and Evaluation in Social Work Practice

SOWK 509 - Social Work Policy and Community Interventions

SWII 531: Internship II & Simulated Experience

Specializations

The specialized year curriculum at Loyola is organized into two areas of specialization:

- Micro Practice (All programs)
- Leadership, Mezzo, and Macro Practice (LMMP) (Traditional Program)

As mentioned earlier 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.

The specialized year required courses are listed below:

SOWK 680: Advanced Micro-Level Practice

SOWK 681: Advanced Mezzo & Macro Practice

SWII 632: Internship Instruction III & Simulated Experiences

SWII 632S: Integrative Seminar (Meets 8x)

SWII 633: Internship Instruction IV & Simulated Experiences

Micro Practice Area of Specialization

The Micro Practice Area of 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 four tracks below. Please note that not all tracks are available for every program and online programs have preset courses in place of electives:

- Advanced Clinical Practice (Traditional MSW/Advanced Standing, OBMSW/Advanced Standing, OMSW/Advanced Standing, 5-Year MSW)
- Migration Studies (Traditional MSW/Advanced Standing, OBMSW/Advanced Standing, 5-Year MSW)
- CADC (Certified Alcohol and Other Drug Counselors) (Traditional MSW/Advanced Standing, Illinois Residents in the OMSW/Advanced Standing, 5-Year MSW)
- School Social Work (PEL prep) (Traditional MSW, Illinois Residents in the OMSW/Advanced Standing, 5-Year MSW)

These tracks comprise courses that further focus students' studies in an area that pertains 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

(Traditional MSW/Advanced Standing, OBMSW/Advanced Standing, OMSW/Advanced Standing, 5-Year MSW)

The Advanced Clinical 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.

The courses required for the Advanced Clinical Practice track are:

- 3 Track courses
- 2 electives (online courses have preset courses)

Certified Alcohol and Other Drugs Counselor Training Program (CADC) Track

(Traditional MSW/Advanced Standing, Illinois Residents in the OMSW/Advanced Standing, 5-Year MSW)

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.

The courses required for the CADC track are:

- SOWK 722 Introduction to Alcohol and Other Drug Disorders
- SOWK 621 Clinical Practice in Addiction
- SOWK 622 Substance Abuse Treatment in Groups
- 2 electives (online courses have preset courses)

Migration Studies Track

(Traditional MSW/Advanced Standing, OBMSW/Advanced Standing, 5-Year MSW)

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](#) page.

Students in this track select three courses of the list below:

- SOWK 730 Immigration Dynamics and U.S. Social Policy (Spring only)
- SOWK 731 Social Work Practice with Refugees and Immigrants (Spring only)
- SOWK 732 Migration, Social Justice, and Human Rights (Fall only)
- SOWK 733 North American Migration Dynamics, Challenges & Opportunity
- 2 electives (online courses have preset courses)

School Social Work/PEL Track

(Traditional MSW, Illinois Residents in the OMSW/Advanced Standing, 5-Year MSW)

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 Illinois State Board of Education (ISBE) Requirements, the application timing if a student wishes to be included in the School Social Work-track, as well as specifics related to our post-MSW Professional Educator License (PEL) program.

In addition to interviewing for an internship, students who pursue the Schools track must complete their school-based internship in a traditional public school setting (charter, parochial, private, alternative and therapeutic are **not** PEL-eligible) for the entire academic year for the district where they are completing their internship. 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. There also is an ISBE content exam and safety training that needs to be completed in order to be eligible for the PEL entitlement.

The courses required for the Schools track are:

- CIEP 401 The Exceptional Child (offered through the School of Education)
- SOWK 609A School Social Work Policy and Practice I (Fall)
- SOWK 609B School Social Work Policy and Practice II (Spring)
- 2 electives (online courses have preset courses)

Leadership, Mezzo, and Macro Practice (LMMP) Area of Specialization

(Traditional MSW Program Only)

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.

The required courses for the LMMP track are:

- SOWK 650: Leadership & Supervision in Service Organizations (spring only)
- SOWK 652: Organizations, Program Development, and Evaluation (fall only)
- SOWK 653: Community Organizing and Policy Practice (fall only)
- 2 electives

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. The School of Social Work has three advanced standing programs; one for our traditional program, for our Bilingual MSW program, and another for our Online MSW program.

Certificates and Post-Master's Programs

In addition to a bachelor's and a master's degree in social work, the School of Social Work also offers the option of two post-master's certificate programs. Certificate programs are a course of study focused on specific content that results in an academic credential. They are shorter in length and tend to be career oriented. The two certificate programs available result in either certification or eligibility for certification/licensure. They are the *Advanced Certified Alcohol and Other Drug Counselor Training Program [CADC]* and the *Post-MSW Professional Educator License [PEL]-School Social Worker Endorsement Program*. More details on each follow.

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).

School of Social Work Attendance Policy

Attendance and participation are essential elements of learning in a professional school such as the School of Social Work, whether the class is in-person, asynchronous, or synchronous. Regular and punctual class attendance, as determined by the instructor, is required in all courses.

Each instructor will in their syllabus have the policies for their class. Students are responsible for reading the syllabus for course content and policies like attendance and participation. When something is not clear students should request clarification from the instructor. Students having been approved for an accommodation by the Student Accessibility Center (SAC) are responsible for both following the protocol of the SAC as well as speaking with the instructor at the beginning of the semester to address any questions from the instructor. Should circumstances change during the semester, students must inform the instructor.

All social work students at LUC SSW are expected to arrive on time and remain present until the end of each class, actively participating throughout. Students should always be prepared to fully engage and participate in class discussions, small group activities, lectures, etc., whether in person or online. Late arrivals and early departures disrupt learning and classroom experiences for all students and may result in grade reductions. Undergraduate social work students who are taking non-social work classes will also need to consider attendance policies in the relevant departments of their other classes.

University-Wide Excused Absences

Per Loyola University Chicago policy, students will be excused without penalty for absences due to:

- Religious observance
- Short-term military obligations
- Title IX considerations
- Jury duty

Academic Planning

Academic planning is the process of establishing a strategy toward a student's educational goals. It involves a working relationship with an advisor who can provide guidance, support, and ensure that the student is meeting requirements to progress successfully toward completion of their MSW degree. As a guide to students, there are advising templates, which consists in a recommended sequence of classes students take. The advising templates are guides that inform students of the specific courses needed to advance through the program. There are different

academic templates for each program. All templates can be accessed at the Academic Advising for MSW students [page](#).

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. 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 internships 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 are considered full-time in the fall and spring. Students should note that four credit hours in summer constitute 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](#) website.

MSW Advising

Advising in the MSW program is available for students to have a resource that can assist them with any questions about meeting degree requirements, and their academic plans, and connecting students to information about school policy. Advisors also 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.

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.

To support advising, 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 through the new student portal.
- 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 through the new student portal.
- Monitor their grades and reach out to their advisor if they need support or resources.

Registration, Independent Study, and Course Audits

Registration

Students self-register in LOCUS. The following link outlines the process: [Basics of Registration](#) (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

Registration blocks are placed on the student's account over for several reasons, including but not limited to outstanding transcripts, outstanding tuition, missing/incomplete immunizations, or failure to submit an advising template.

Students are responsible for reviewing their "Hold" status in LOCUS to ensure that they do not have outstanding tasks that would create registration holds. Students can see how to holds on their accounts by clicking on their hold in LOCUS to view the details.

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 only 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 MSW Program Director Programs.

An Independent Study Request Form can be found on the [School of Social Work](#) 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 MSW Program Director Programs for formal review and approval. Other copies should be kept by the student, and the instructor, The MSW Program Director 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 MSW Program Director Programs and the course instructor. MSW students must complete the form found on the [School of Social Work website](#) and submit it to the MSW Program Director 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 MSW Program Director 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 with a tuition scholarship.

Override Policy for Closed Courses

Once a course has reached capacity, it will close. On rare occasions, Academic Advisors can override a student in a closed/full class only under the following conditions:

- If it is a student’s final semester, all sections of the class are full, 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.

Withdrawing and Adding Courses

Students who wish to add, drop, or change sections of a course can do so via LOCUS. This includes internship courses. 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](#) 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](#).

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](#).

Request for Change of Registration

A request for change of registration applies to students who, on very rare occasions, are unable to meet drop or withdrawal deadlines (e.g., official withdrawal date) due to documented emergencies or extenuating circumstances beyond their control. Requests based on dissatisfaction with a course, poor academic performance, or unfamiliarity with deadlines will

not be considered. The School of Social Work follows the university policy listed in the [undergraduate studies catalog](#).

Withdrawal from the School

An enrolled student who wishes to completely withdraw from the university during any term must notify their academic advisor of their intent and follow the university policy outlined on this page. The School of Social Work follows the university policy listed in the [undergraduate studies catalog](#). 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 issues 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.

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 (that prevents them from continuing in or completing an academic term may submit an [Intent to Withdraw](#) form to their academic advisor. All requests must be supported by appropriate documentation. The Intent to Withdraw form is reviewed by the Associate Dean's office of the student's primary college/school for approval and processing. Please see the [university policy](#) on emergency withdrawal and more information.

Internship Goals and Objectives

The School of Social Work uses a competency-based framework prescribed by the CSWE to prepare students in Bachelor's and Master's level programs for professional practice. To ensure that students are able to integrate and apply social work competencies in practice. Master's level programs prepare students for first-level generalist practice and specialized practice. The explicit curriculum of Loyola's program is comprised of courses, internship education, instruction, and technology (i.e., simulation). The intention behind internship education is to integrate theories and concepts learned in the classroom in a practice setting.

(CSWE) recognizes the nine social work competencies listed below. Full descriptions of these competencies, including the knowledge, skills, values, and cognitive and affective processes associated with each, as well as the observable behaviors that reflect each part of the competency, are available in the [CSWE's Educational Policies and Accreditation Standards](#).

The CSWE Core Competencies are:

1. Demonstrate Ethical and Professional Behavior
2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice
3. Engage in Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
4. Engage in Practice-Informed Research and Research-Informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Internships General Information

Internships typically take place during weekday business hours. Students must arrange their schedules to accommodate their internships and should develop a consistent schedule in consultation with their Internship Supervisors. The schedule should meet the needs of the internship site and align with the learning opportunities available. Students should attend their internship sites and adhere to these schedules for their entire internships.

Even if a student has reached their minimum internship hours, students are expected to keep to the end date in their Learning Agreement and internship confirmation form rather than end their internship early. It is important to maintain a commitment to your internship site and clients and to

align your behavior with CSWE's Competency #1: Demonstrate Ethical and Professional Behavior. Please contact your Loyola Internship Liaison for additional guidance. Schedule changes are rare and require approval from the Internship Supervisor and the internship site.

Traditional full-time students begin their first-level generalist internship within the first two semesters of starting the program.

Students in the Online Bilingual MSW and the Online MSW Program have some flexibility regarding daytime, evening, and weekend hours. Students must identify these opportunities in conjunction with their internship site and must complete internships concurrently with coursework. Beginning in the second year of their MSW program, students in these programs do their first-level generalist and second-level specialized internships only in the Fall-Spring semester. Note that internships for these programs are done in-person in the student's home state unless the student arranges a virtual internship on their own.

The first-level generalist internship requires 400 hours, typically completed on Tuesdays and Thursdays, with coursework scheduled on Mondays, Wednesdays, and Fridays. However, final schedules are determined by the Internship Supervisor and the student and should be discussed during the interview. Students typically complete 15 hours per week over the 15-week semester.

Students are required to complete all 500-level courses except SOWK 506 before their second-level specialized internship.

The second-level specialized internship requires 600 hours, typically completed on Mondays, Wednesdays, and Fridays, with coursework scheduled on Tuesdays and Thursdays. However, final schedules are determined by the Internship Supervisor and the student and should be discussed during the interview. Students typically complete 20 hours per week over the 15-week semester. Students cannot begin their second-level specialized internship until they complete their first-level generalist internship.

Students need to follow their course template to enroll in the correct first-level generalist and second-level specialized internship classes for their program. The corresponding Social Work Internship Instruction (SWII) courses provide liability insurance to the student and site throughout the duration of the internship.

Levels and Types of Internships

Generalist Internship

There are several levels of internship for students to meet this requirement. The generalist internship focuses on learning professional values and ethical behavior in social work practice. It is intended to be a broad experience to introduce students to the social work profession and a professional social work role.

Specialized Internship

The specialized internship offers experiences at the advanced clinical level with individuals, families, groups, organizations, and communities in various settings. After students complete the first-level generalist internship, or if they start in the advanced standing program, they must choose an area of specialization from the two offered at our school, the Micro Practice specialization and the Mezzo/Macro Practice specialization.

The types of internships will depend on whether the student is in our in-person program or the online programs. The former will offer internship options in the Chicago area as well as for online students who live in Chicago. For remote online students they will meet their internship requirement in their local communities.

Internship Planning and Specializations for Advanced Standing

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.

Employment-Based Internship

Students can secure an internship at their Place of Employment (POE). Please see the [Internship Guidelines](#) for additional information on this opportunity.

Internship Timeframes

Internships must be completed within the available timeframes in order to ensure students can meet this requirement as part of their academic plan. Timelines and internship hours vary by program and hours per week are recommended to stay on track toward graduation. Please see the explanation below for the various programs offered at our school. A table further below summarizes the information.

Program	Credits	Internship	Total Internship Hours	Student status
5-year MSW Program On campus	49	2	400 Generalist Year 600 Specialized Year	Full time or part-time
MSW Traditional Program On campus	49	2	400 Generalist Year 600 Specialized Year	Full time or part-time
MSW Traditional Program Online Program	49	2	400 Generalist Year 600 Specialized Year	Part-time
MSW Traditional Online Bilingual Program	49	2	400 Generalist Year 600 Specialized Year	Part-time
MSW Advanced Standing Program On campus	23	1	600 Specialized Year	Full time or part-time
MSW Advanced Standing Online Program	23	1	600 Specialized Year	Part-time
MSW Advanced Standing Online	23	1	600 Specialized Year	Part-time

Bilingual Program				
Dual Degree	49 for MSW degree plus the credits for the other degree	2	400 Generalist Year 600 Specialized Year	Full-time

Traditional MSW and Advanced Standing Program Internships

The first step to initiating the process to secure an internship is to complete an internship application. At our school we use an online platform to manage internships called SONIA and it is through this system that students apply and get access to listings of sites. Once potential sites are chosen students undergo a process similar to interviewing for a job and both students and internships decide if they are a good fit. You will find internship application instructions on the [Loyola internship website](#).

Previous work experiences, internships, and life experiences with social work can be helpful to students during their internships, but they cannot waive the internship requirement or be used to count towards internship hours.

Fall to Spring Internship

These internships start at the beginning of the fall semester and go through the end of the spring semester. They typically begin in late August or early September and continue through late April or early May.

Spring to Summer Internship

These internships start at the beginning of the spring semester and go through the end of the summer semester. They typically begin in January and continue through August.

Summer Block

Summer Block internships are a full-time intensive immersion. These internships are the equivalent of two semesters of internship, and students are required to work 35-40 hours per week. Note that students cannot work more than 40 hours/week. Generalist summer internships usually begin in mid-May and end in August (an average of 35 hours per week over 12 weeks totals 400 hours). Specialized internships typically begin in mid-May and end in September (an average of 35 hours per week over 17 weeks for a total of 600 hours). Please note that these timeframes must be adhered to strictly.

Online Bilingual MSW Program and Online MSW Program Internships

The School of Social Work admits students to the Online Bilingual MSW program (OBMSW) and the Online MSW program (OMSW) in the Fall semester. Students in these programs take their first courses during the Fall semester only and complete a Fall to Spring internship the following year. The School of Social Work admits advanced-standing students to these programs in the Spring semester, and students complete a Fall-Spring internship.

Note that these programs have specific sequences to their coursework. Please see this [table](#) for more information about completing internships during the required timeframes.

Internships by Specialization & Track

Students in the specialized year have selected a specialization and track and these selections guide the type of internship site. Each specialization and track focus on a content area that is of interest to the student and is aimed at supporting student learning in a specific area. Please see the [Internship guidelines](#) for additional information on internship by specialization and track.

Internship Forms and Due Dates

All internship forms can be found in the SONIA database or on the [Loyola School of Social Work Forms & Handbooks](#) page. Note the important due dates below.

Learning Agreement: Due within 30 days of beginning an internship (within 60 hours for Summer Block internship).

Projected Evaluation Due Date:

- **Fall-Spring Internship:** Midterm evaluation due in December on the last day of the semester; Final evaluation due in May on the last day of the semester
- **Spring-Summer Internship:** Midterm evaluation due in May on the last day of the semester; Final evaluation due in August on the last day of the semester
- **Summer Block Internships:** Midterm due in July and final evaluation due on the last day of the semester
- **SWEAP Assessment:** Due within one week after the final evaluation is submitted
- **Student Self-Evaluation:** Due within one month after the SWEAP assessment is submitted

Roles and Responsibilities of Student Interns

To maximize their internship experiences, students need to be aware of their responsibilities as adult learners and professional social workers in training. When accepting internships, students commit to putting forth their best effort representing Loyola University and the social work profession during the internship period. When accepting an internship with an assigned Internship Supervisor, the student agrees to engage in a teacher-student relationship in which the student assumes responsibility for following through on his or her commitments made with clients, colleagues and other significant people in relation to services. The student accepts an internship role as an adult learner while being supervised by an internship supervisor at the internship site.

Internship experiences integrate classroom theory and direct practice. Part of this experience is developing, practicing, and integrating the nine CSWE core competencies included in the Learning Agreement. The Learning Agreement, as well as the midyear evaluation and final evaluation, can be found in the “3 in 1 form” in the SONIA online database. The [Learning Agreement](#) is assigned to the student at the beginning of the semester.

The internship program recommends that students carefully consider how they will complete a second-level specialized internship if they have a full-time job. Since the hours for the second-level specialized internship increase from 400 to 600 hours, requiring approximately 25 hours per week over two semesters, it can be more difficult to manage an internship along with job responsibilities at the second-level specialized. It is important for students to be proactive and think ahead about time management and work/home/life/school balance.

Professional and Ethical Expectations

- Students must abide by the [NASW Code of Ethics](#) throughout their academic career at Loyola University, both in the classroom and at their internships.
- Students should communicate often with their Internship Supervisors to obtain maximum benefit from the student-instructor relationship. It is appropriate for students to look to Internship Supervisors for supervision and for help developing the knowledge, skills, values, and techniques relevant to the practice of social work.
- Students are responsible for communicating their educational needs and interests to Internship Supervisors. This includes requesting more extensive learning opportunities, as well as expressing interest in being involved in other services or programs offered by the internship site.

- Students are responsible for discussing with Internship Supervisors and/or Loyola Internship Liaisons any areas of disagreement, dissatisfaction, or confusion with respect to any part of the internship learning experience. It must be emphasized that if a student is having problems or struggling during an internship, it is the student's responsibility to communicate such information promptly and thoroughly to the Internship Supervisor and/or the Loyola Internship Liaison so the student's needs may be addressed in the internship's early stages. Additionally, if a student is asked to do something during an internship that feels unsafe or uncomfortable or that is prohibited by this manual or another LUC policy, the student should immediately inform the Loyola Internship Liaison or Internship Coordinator.
- Information shared by the student and the Internship Supervisor and/or Loyola Internship Liaison is not considered confidential as it is considered part of your overall education. (Client specific information is considered confidential).
- Students are not permitted to use personal phones or other communication devices during internship hours except for emergencies or safety concerns. Any personal device used during internship hours should be discussed and approved by an Internship Supervisor.
- Students may have access to computers and confidential information at an internship site. Students must follow the agency policy on the use of their computers and follow internship site policies related to confidential information and records. See the [Loyola Information Technology Services](#) site for more information.
- Students must maintain professionalism at their internship site. Inappropriate online comments or photos may be considered a breach of ethics and could result in dismissal from the program.

Students must dress appropriately during internships. Standards of dress are determined by the internship site. Internship is the component of the curriculum that is considered the signature pedagogy of social work education. As a professional school students need to demonstrate not only classroom-based knowledge but an ability to integrate theoretical knowledge into practice. Internships provide a learning environment in real-world social work settings while receiving guidance and supervision.

Internship instruction is designed to:

- Enable students to acquire, integrate, and further develop knowledge and skills related to social work practice through a practicum experience.
- Educate on how to use a biopsychosocial spiritual framework to understand and improve

the adaptive functioning of individuals, families, and small groups.

- Apply interventions in larger societal systems and developing and managing agency programs and staff.
- Implement a “person in environment” lens and understand that clients are affected by a number of elements that interact in highly complex ways across various system levels.

In the internship experience, the student focuses on first-level generalist elements at the first-level generalist and on specialized practice at the second-level specialized while integrating the knowledge and skills learned in other parts of the curriculum. Within a practice setting, the student can operationalize values regarding the inherent dignity of all human beings and the importance of social justice and social responsibility that have traditionally been central, not only to the School of Social Work at Loyola, but to the social work profession itself. For this reason, it is a matter of importance to ensure that Loyola’s internship program includes service to a variety of client groups, including people of different ages, genders, races, ethnic backgrounds, socioeconomic levels, and lifestyles, as well as addressing a variety of presenting problems and systems beyond the individual client or family.

In concert with the curriculum, the focus of the Loyola program includes outreach, prevention, advocacy, community involvement, program and staff development and management, as well as intervention methodologies with individuals, families, and small groups. Throughout the internship sequence, there is an emphasis on the formation and the utilization of the professional helping relationship regardless of the methodology to be utilized within that relationship or the system level engaged by the student and agency.

Preparation for Internships

Internship Resume and Cover Letter

- As part of the preparation process, students will need to prepare a resume and cover letter, similar to applying for employment.
- Once internship sites receive student materials, they reach out to schedule an interview.
- The interview helps inform the students about services provided by the internship site and client populations served and informs the site about the student’s professional interests. It also provides perspective as to the goodness of fit for both parties. Similar to a job interview, the outcome may result in an offer. If it does not, the student continues the search by following a similar process with other sites until an internship is secured.

- Students should use Loyola's Career Services office for assistance with resumes and cover letters and sign up for mock interviews in preparation for internship interviews. Please see additional information on the [Loyola Career Services site](#).

Travel to Internship

- Students may be asked to travel up to one hour or more to their internship site using CTA, Metra, or car. Travel time to and from the internship site does not count toward the total internship hours required. Travel to the internship is the responsibility of the student and must be paid for by the student using a university UPASS transportation account or personal funds.

Internship Site Requirements

- As part of pre-orientation before an internship's scheduled start date, internship sites may ask students to complete and submit additional application materials and screenings. These may include immunization records, additional references, letters of recommendation, drug tests, background checks, documentation for physical exams, proof of health insurance coverage, or medical tests (e.g., tuberculosis screening). Students are responsible for completing these requirements and submitting records to their Internship Coordinator or site contact as needed.
- Many agencies pay the cost of required background checks or drug tests, but some require students to pay these fees. Loyola does not have the resources to pay for the cost of these tests. If questions come up regarding any agency tests or requirements, students should contact their Internship Coordinator.
- Felony and misdemeanor convictions can affect students pursuing certain internships. Students should work closely with their internship coordinator in seeking an internship location.

Students with Disabilities and Accommodations

Internship accommodations are specific to the student and internship site and require a meeting with a Student Accessibility Specialist to discuss reasonable accommodations for a particular internship. If you have questions related to documented disability-related accommodations please contact the Student Accessibility Center ([SAC](#)).

Class and Internship Scheduling Conflicts

- The Internship Team and Student Affairs acknowledge that orientations and other training or learning activities provided by internship sites may be available only during class times.
- Students are not excused from class in order to attend internship events or complete internship-related activities. However, students are free to choose whether to miss class or the internship activity. Students should communicate with their instructors and Internship Supervisors ahead of time about any time conflicts and should ask for more information about how missing class or an internship activity could affect them. If students choose to miss class, they may be marked absent and may not be permitted to make up attendance points for missing a class session. Making choices and decisions is part of the learning process, and students should do what they feel is best for their learning and their future social work career.

Attendance at Internship

- Consistent attendance at the internship is critical to the success of the student. Unless other arrangements are made, a student should follow the agreed-upon work schedule. Note that lunch hours and breaks do not count towards internship hours unless a different arrangement is made with the student's Internship Supervisor.
- An average scheduled internship day typically is seven to eight hours, excluding the lunch hour, and is based on the schedule of the student's internship site. Some sites require students to make a school year or full-year internship commitment from August-August. If students accept an internship with this type of schedule, they are required to honor that commitment through the end of the internship.
- It is the student's responsibility to inform their Internship Supervisor about illnesses, medical needs, and personal matters which may affect the student's attendance or performance and to work with the Internship Supervisor to adjust their schedule or arrange make-up hours. Students are expected to discuss any implications of religious holidays on their internship schedule. If students observe religious holidays, they must request time off from their supervisor for these holidays in advance. Students are expected to make up these holiday hours.
- Inconsistent attendance or other issues can lead to a student's receiving a Supportive Learning Plan and/or being terminated from the internship.

Tracking Hours

It is important to complete and submit documentation in a timely manner. Students must submit timesheets and internship hours during the internship timeframe in order to have them approved. Hours submitted but not approved and hours submitted after the internship concludes will not be included. Hours submitted after the internship concludes will also not be approved.

- Students must submit their time sheets weekly through the SONIA online database. The Internship Supervisor will review and sign off on the agreed-upon hours on a weekly basis. It is the student's responsibility to ensure that timesheets are being approved, and students should contact their Loyola Internship Liaison with any concerns. Students should also keep a copy of their timesheets for their records.
- Internship hours should consist of approved training and learning opportunities provided by the internship site. Internship hours should also include one hour weekly scheduled supervision time with an assigned Internship Supervisor or Task Supervisor.

Requesting Time Off

- Students must formally request time off in advance during an internship, just as one would request time off during professional employment. All time off requests during the internship must be approved by the Internship Supervisor. Students must discuss exact vacation dates with the Internship Supervisor and consider the needs of the agency and the clients. Note that students are expected to continue with internships through fall, winter, spring, and summer breaks when class is not in session, unless otherwise specified by the internship site. Some internships give students time off during breaks or when classes are not in session, while others expect students to work at the internship during their academic break(s). When taking approved time off, students who carry caseloads should inform clients ahead of time about when they will be away. Before time-off begins, students have the responsibility to keep case notes up-to-date and to inform the Internship Supervisor of any substitute client activities which should occur while the student is away. Students are responsible for making up any hours they miss from the internship due to illness or pre-approved time off.

Supervision, Feedback, and Evaluations

- Students should have one hour of weekly supervision with their assigned Internship Supervisor. Some agencies may offer group supervision in addition to individual supervision. Alternative supervision arrangements or options may also be approved by the school. Students have the responsibility to attend supervision meetings with Internship Supervisors and to prepare for these meetings. Students are expected to maintain their scheduled meeting times and should communicate directly with their supervisor if they must miss an appointed supervision. Students should take the initiative to follow up with Internship Supervisors to reschedule if supervision meetings are canceled.
- Students are responsible for ensuring that their assigned Internship Supervisor has access to evaluation links and other required forms. Students should meet with their Internship Supervisor to review and discuss both the midterm and final evaluations. Evaluating the students' performance in the internship should be a joint process between the student and the Internship Supervisor.
- Students should evaluate their learning experience, performance, and professional development with their Internship Supervisor and Loyola Internship Liaison throughout the internship experience.

Internship Requirements

Internship Course Enrollment

Students must enroll in an internship course for each semester that they participate in an internship. MSW students are required to complete four semesters of internship courses in order to graduate. Students must enroll in the internship course before the first day of the internship. Failure to enroll in the internship course will directly affect the start date of the student's internship. Please note that the internship course provides liability insurance through the duration of the internship. Students should review their course templates with their academic advisors.

Social Work Internship Instruction (SWII) Class

To receive academic credit for internship experiences, students must enroll in internship courses. The same procedures for registration and withdrawal are followed as with any class.

Please note: Students are not to begin their internship until they are officially enrolled in the correct internship class.

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 that are approved to change their internship and have not completed a mid-year or final year evaluation will not retain their hours. Please see the [Internship Guidelines document](#) for more information.

Securing an Internship Site

Students are required to complete their internship hours during the 16-week semester.

Internships must be secured by the first week of the start of the semester. Students that are not able to secure an internship by then will not be able to start their internship until the following semester in their program.

Incomplete Grades for Internship

Students in their internship must submit hours and internship documentation no later than Friday of the following week after the last day of classes, or week 16. If the hours and internship documentation are not submitted by the deadline and the student is eligible, they will be able to request an incomplete grade. To be eligible for an incomplete grade, 75% of the internship hours (150 hours generalist level; 225 hours specialized level) need to be completed and submitted. An incomplete grade allows an additional 6 weeks into the next semester to complete the hours and internship documentation. If the deadline is not met, the course grade will become a No Pass (NP) which will trigger the NP policy described in the [grading section](#).

Learning Agreement

Within 30 days of the start of the internship (about 60 hours into the internship experience), the student and their Internship Supervisor will complete a Learning Agreement in the SONIA database. (The Learning Agreement is part of the “3 in 1” form.) This agreement defines the learning goals and objectives for the internship and these goals and objectives will form the basis for the student’s evaluations at the end of each semester. The student and their Internship Supervisor should discuss the student’s learning style, the agency’s expectations, and the learning goals that the student and Internship Supervisor want to accomplish.

Failure to complete the Learning Agreement within the 30-day timeframe may result in the student not being able to count internship hours occurring after the first 30 days and until the Learning Agreement is completed. For hours to count towards completion of the internship, the Learning Agreement must be completed and signed by the student, Internship Supervisor and Loyola Internship Liaison in the SONIA database.

If a student does not meet the expectations outlined in the Learning Agreement, the internship site may request a meeting with the student and their Internship Supervisor and Loyola Internship Liaison to fill out a Supportive Learning Plan, which will clarify the internship requirements and make any changes that are necessary to maintain the internship and ensure success. The Supportive Learning Plan template can be found on the home page of the SONIA database under “resources,” as well as on the [Loyola School of Social Work Forms & Handbooks](#) page.

Evaluations

Evaluations by the student’s Internship Supervisor are used to measure the student’s progress in their internship. Evaluations offer the student feedback, inform them of their progress and level of performance, and provide them with opportunities for learning and development. The student will have two written evaluations: the midterm evaluation, completed at the halfway point of the internship, and the final evaluation, completed at the end of the internship.

The Internship Supervisor will initiate both the midterm and final evaluations on the SONIA database (these evaluations are part of the “3 in 1” form). The Internship Supervisor and the student should meet to discuss the evaluation and the student’s progress toward learning goals and objectives, which are defined by the nine CSWE competencies. The midterm evaluation should help the student identify where they can grow and enhance their practice, so that they can use the second half of the internship to integrate the Internship Supervisor’s feedback and improve their skills in line with it. The student and the Internship Supervisor should review the evaluation before the Internship Supervisor enters it online.

Students' level of competency in their internship activities and learning goals is evaluated on the following Likert point scale:

- 0 Not Applicable:** Does not relate to the student's internship experience, or there is insufficient experience to evaluate skill level.
- 1 No Competency:** Demonstrates no competence in this area.
- 2 Demonstrates Minimal Competency:** little knowledge or skill, limited evidence of growth or change, rarely demonstrates progress on tasks and behaviors, and takes little initiative for learning.
- 3 Developing Competency:** with some coaching or prompting, demonstrates some skill; marginal competency in working towards improvement; there is a beginning level of skill development; needs continued practice and assistance; progress on tasks and behaviors is inconsistent; and inconsistently takes initiative.
- 4 Emerging Competency:** demonstrates the ability to independently apply skills in simple situations; moderate competency; demonstrating ongoing progress; adequate performance and just needs more practice; and takes initiative for learning.
- 5 Demonstrates Competency:** beginning to independently apply skills in simple or complex situations; there is moderate competency and ongoing progress; adequate performance with a need for more practice; and takes initiative for learning.

Please note that both the 1 and 2 ratings indicate that the student is performing at an unacceptable level in that area, and that performance improvement is necessary. Receiving a rating of 1 or 2 in the first semester of an internship may be appropriate if a student is in the early phase of developing these skills and is still learning about their specific internship and the internship of social work. If a student receives several scores of 1 ("Demonstrates No Competency"), the Internship Supervisor is responsible for contacting the Loyola Internship Liaison to express concerns about specific competencies towards which the student is not making progress.

If a student's evaluation shows cause for concern, The Internship Supervisor should work with the Loyola Internship Liaison to develop a written Supportive Learning Plan, which will be uploaded to the SONIA database. This plan should include specific information about the necessary behavioral changes and a time period within which the problems noted will be addressed and rectified. The Supportive Learning Plan template is available on the [Loyola School of Social Work's Forms & Handbooks](#) page.

Student Self-Evaluations

MSW students are asked to evaluate their progress in both their first and second-level specialized internships. These evaluations should be completed at the end of each semester, and the forms will be made available to students through e-mail. Self-evaluations are submitted only to the Internship Coordinator and Student Services staff and are not shared with the Internship Supervisor or Loyola Internship Liaison.

Program Evaluation using SWEAP

Loyola's [SSW] is an accredited program which demonstrates that it meets a nationally established standard of quality and credibility. The accreditation organization for social work education is the Council of Social Work Education [CSWE]. Once accredited, schools must comply with requirements to maintain an accredited status.

One of the requirements of accreditation is establishing an internal mechanism of quality assurance, which means a strategy of self-evaluation to determine how effective the program is in meeting the nine competencies set by [CSWE](#). The SSW uses two different tools to collect this information. One is an internship evaluation, completed by the student with their internship supervisor and the other is a standardized measure called the Social Work Education Assessment Project [SWEAP} completed by the student.

The Social Work Education Assessment Project (SWEAP) is a BSW and MSW standardized assessment instrument in the social work program used for program development and continuous improvement efforts. The SWEAP instruments are designed to measure learning using the EPAS provided by the CSWE.

BSW and MSW students are required to complete the SWEAP assessment tool upon completion of their internship. One assessment is done at the end of their generalist internship year and the other at the end of their specialized internship year. These instruments will be emailed to students from the Office of Academic Affairs. Data collected from students helps the school to stay in compliance with accreditation requirements by demonstrating the knowledge and skills gained by the students in our programs.

Procedures for Resolving Conflicts in Internships

As in any professional setting, issues may arise during internship that require additional attention and support to resolve. Students and their Internship Supervisors shall follow this general process when working to resolve areas of conflict or concern.

1. The student and Internship Supervisor will attempt to resolve the conflict or concern through the supervisory process. The timeline will be defined on a case-by-case basis.
2. If Step 1 proves unsatisfactory for either party, the student and/or Internship Supervisor can request a meeting with the Loyola Internship Liaison. The Loyola Internship Liaison will meet with the student and Internship Supervisor and help resolve the conflict or concern.
3. One outcome of Step 2 can be a Supportive Learning Plan in which the specific concerns are formally outlined along with the corrective actions that the student must make within a certain time frame. The Supportive Learning Plan also outlines how the Internship Supervisor will support the student to move forward and make progress. The Supportive Learning Plan template is available on the home page of the SONIA database and on the [Loyola School of Social Work Forms & Handbooks](#) page.
4. If Step 3 proves unsatisfactory, any of the parties involved can request a meeting with the Internship Coordinator and the Director of Internships & Career Services. The Internship Coordinators can set up meetings with any of the parties involved and help resolve the conflict or concern.
5. If Step 4 proves unsatisfactory, any of the parties involved can request a meeting with the Assistant Dean for Student Affairs. The Assistant Dean can set up meetings with any of the parties involved and help resolve the conflict or concern.

MSW Students: when the internship grade of “NP” (No Pass) is earned, the student is required to repeat the course in the generalist year and if NP is earned in the specialized year, the student is dismissed from the program. The student can submit a grade grievance to the MSW Program Director per the [Grade Grievance Policy](#).

Termination of Internship Policy

A student who self-terminates an internship without approval of the Internship Team or is terminated by an agency will receive a no pass in their SWII course which will trigger the NP policy described [in the Grading section](#).

If it is determined that the student is allowed to retake the SWII course, the student will first participate in a Professional Improvement Plan (PIP) meeting with the Internship Team and complete a Professional Learning Plan (PLP). The student should also work with their Internship Coordinator to identify another internship. The Internship Team will determine if a Professional Transition Plan (PTP) is necessary.

Description of Required Meetings and Documents:

Professional Improvement Plan (PIP): A meeting with members of the Internship Team to review the circumstances related to the student's termination. A Professional Learning Plan will be assigned during this meeting.

Professional Learning Plan (PLP): A document based on the Social Work Competencies; the details of the assignment will be specific to the student's termination situation.

Professional Transition Plan (PTP): A meeting with members of the LUC SSW administration to discuss the student's challenges in the internship and to review the student's next steps related to the MSW program, utilizing a strength-based approach.

Resilience, Inclusion, Support, and Engagement (RISE) Process

RISE is an internal, collaborative, student-centered staff group within the School of Social Work dedicated to fostering student success and professional growth through early connection, proactive engagement, and support. Assistance can include referrals to university resources such as but not limited to the Wellness Center, Tutoring/Writing Center, or the university Dean of Students office. The group will meet as needed to discuss students that have been referred as needing additional outreach or follow-up. Students will receive the added supports with an invitation via email to discuss and prioritize needs and next steps.

Referrals to the RISE group are made by faculty and/or School of Social Work Student Affairs staff. RISE is an internal, collaborative, student-centered staff group within the School of Social Work dedicated to fostering student success and professional growth through early connection, proactive engagement, and support including referrals to university resources such as but not limited to the Wellness Center, Tutoring/Writing Center, or the university Dean of Students office.

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:

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:

GRADE	POINTS	DESCRIPTION
A	4.00	Exceptional work: 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.
A-	3.67	Outstanding work: This grade demonstrates excellent achievement, indicating a work ethic and mastery of the material that is clearly superior to satisfactory performance.
B+	3.33	High-level performance and a substantial understanding of the course material, demonstrating proficiency in applying learned skills and knowledge.
B	3.00	A solid performance, indicating a strong comprehension of class content showing a combination of accurate use of theory and principles and precise descriptions of practice.
B-	2.67	Student demonstrated good comprehension of the course material but with some areas for improvement.
C+	2.33	Satisfactory performance in a course, demonstrating an acceptable level of understanding of class content.
C	2.00	Student performance is average.
C-	1.67	A level of performance below average indicating unsatisfactory achievement A grade of C- or lower will require a class to be retaken.
NP	0.00	No progress: Student did not meet internship competencies. In the generalist year, students will have to repeat the class. In the specialized year, students earning a NP grade have failed their internship requirement and are dismissed from the program.
D+	1.33	Less than satisfactory performance that is slightly better than a D but below a C.
D	1.00	Overall performance is poor and less than satisfactory.
F	0.00	Grade represents failure to show competency of class content, low quality work, and not earning credit for the class. An F grade will result in dismissal from the program.

P	0.00	Pass with credit
I	0.00	Incomplete
W	0.00	Withdrawal

Grading For Internships

MSW Students

For MSW students, internship courses are graded Pass (P) or No Pass (NP). Each student's Internship Supervisor recommends a grade and provides additional feedback as needed. The Internship Coordinator then reviews the evaluation and enters the final grade.

When a student's performance is considered marginal or problematic, a meeting with the Loyola Internship Liaison, Internship Supervisor, and the student (collectively or individually) is held to discuss the student's performance or evaluation and to help the student use the learning process more effectively.

If a student is asked to leave their internship for any reason or chooses to end their internship prematurely, this is a cause for great concern. In this situation the Internship Coordinator, Loyola Internship Liaison and the Assistant Director for Internships will initiate a meeting. Every effort will be made to preserve the internship and to maximize the educational benefit of the student's experience through an active collaboration between the Loyola Internship Liaison, the Internship Supervisor and the student.

If a student's removal from the internship is the outcome, it is the responsibility of the Internship Coordinator to meet with the student and review next steps. The Director of Internships will also be consulted during this process. See the [Termination Policy](#) for additional information.

Depending on the circumstances and the outcome of the meeting, one of the following courses of action may be taken:

- The student may utilize SONIA to identify another internship site.
- The student's internship may be deferred to a subsequent semester.
- School of Social Work administration will review the circumstances that led to the termination and determine the student's grade. If the student is assigned a grade of "NP" for the internship

course, it will affect the student's academic standing and ability to continue in their academic program.

A student may appeal any final assigned grade by following the appeal procedures outlined in the Student Handbook, which is available on the [Loyola School of Social Work Forms & Handbooks](#) page.

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.

The incomplete grade policy also applies to internships. Students must complete their internship hours during the semester. See the internship policy for incompletes [here](#).

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.

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](#) website. Once the student and instructor have signed the form, it is submitted to the MSW Program Director 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.

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.

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, which is not completed. This includes students that make the decision to stop attending after the final date to earn a “W”.

Since the integrity of the two consecutive semester internship courses must be maintained, withdrawal from the internship course in the first or second semester of internship will be permitted only in unusual circumstances. A withdrawal may require that a student repeat both semesters of the internship course. Students who must withdraw from internship work for a term or who must leave an internship and cannot secure a new one during the same term will receive a “W” for Withdraw and will be expected to restart their internship hours.

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](#).

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 Grade in a Class - F

MSW students receiving a failing grade of “F” in any course 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 to the MSW Program Director.

NP (No Pass) Grade

Circumstances may arise during an internship where there is insufficient time to create an educational plan to remedy a student’s difficulties, or where there is a violation of sound practice or ethics that requires immediate action to protect the client, the agency, or the school. This may be the case if a student exhibits behavior which indicates unsuitability for the social work profession, such as: inability to engage clients; inability to follow the Internship Supervisor’s directions; inability to respect agency structures and negotiate within them; continuous errors in judgment; inability and/or unwillingness to explore and utilize modalities and theories learned in the classroom as appropriate to the client and situations; or other inappropriate behavior. These behaviors may result in an “NP” grade.

In such a situation, the Internship Supervisor or Loyola Internship Liaison shall immediately notify the student that the internship course has been terminated, and the grade of “NP” will be entered. The Internship Supervisor will submit, with or without the student’s signature, a termination evaluation for the semester that describes the problem in detail along with the recommended grade of “NP.”

The NP grade is a failing grade in an internship. Students in the generalist internship who earn NP will have to re-enroll in the class and start their internship again. In addition, the student will be placed on academic probation while repeating the internship. There is only one opportunity to repeat the internship. If a student earns a second NP grade, they are dismissed from the program.

Students in the specialized year who earn NP as their internship grade are dismissed from the program. Students can appeal the dismissal by writing an appeal letter to the Dean within 10 business days of receiving the dismissal letter from the Associate Dean. The Dean will respond with a decision within 10 business days of receiving the appeal letter. The Dean's decision is final and will be issued in writing within 10 business days.

Financial Aid Implications of Failure in Internships

A student who is dismissed from or leaves an internship risks various consequences, as noted in the preceding section. In addition, a student in such situations must be aware that regardless of the final decision about the internship, a refund of financial aid is dependent upon the last day that the student attended all classes, whether that is at the internship site or in a class. Students must abide by the academic calendar.

Academic Appeals

Academic appeals include questions regarding the evaluation of students, cheating on examinations, falsification of research data, and plagiarism. Other types of appeals address matters involving scholarly competence, professional behavior and change in academic record.

Students and faculty are strongly encouraged to attempt to formally 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.

A student's appeal to change an academic record () must be submitted using the [Appeal for Change of Academic Record](#) 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.

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.

Grade Grievance Policy

Students have the right to grieve their **final course grades** from courses or internships on the following ground: the grade was given in an arbitrary or capricious manner, meaning that the student received a final grade for reasons unrelated to their performance on their assignments.

Procedures:

1. Students should first attempt to resolve the issue by discussing it directly with their instructor no later than 10 working days after the final grade has been posted.
2. If a resolution cannot be reached with the instructor, students should consult their advisor who will guide the grade grievance policy and the associated procedures. While advisors can provide guidance and support, they cannot contact instructors on students' behalf to advocate for them. All communication regarding the grade grievance must occur between the student and instructor only. The student should include their advisor in all emails with the instructor, so their advisor has up-to-date information about the situation.
3. If the situation cannot be resolved with the instructor, the student submits the [Grade Appeal Form](#) outlining basis for their grade grievance in their request for an appeal to the MSW Program Director. The appeal should include evidence supporting the student's assertions and must be submitted via email no later than 21 working days after the final grade has been posted.
4. The MSW Program Director will carefully review the student's grade appeal materials and documentation. To gather relevant information, the MSW Program Director will consult with the instructor who assigned the student's final grade. The MSW Program Director will decide within 10 business days from receipt of the appeal. In the event the student is appealing a grade for a course taught by the MSW Program Director, to avoid a conflict of interest, the student will submit their appeal materials to the Associate Dean. The decision will be to:

- (a). Uphold the students' final grade if no computational error occurred and the grade was assigned in a fair and consistent manner; or
 - (b). With the instructor, adjust the final grade if the grade was assigned in an arbitrary or capricious manner.
5. If a student disagrees with the decision of the MSW Program Director, they have the option to appeal to the Associate Dean. The Associate Dean will then review the materials and make a final decision. This decision will be communicated directly to the student, with a copy sent to the Assistant Dean and the student's advisor. This decision of Associate Dean is final and binding. In the event the student is appealed their grade to the Associate Dean, the secondary appeal would be reviewed by the Dean. No further appeals will be considered.

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.

Dismissals

Dismissal is an outcome that results when a student fails to meet academic and programmatic outcomes.

There are several reasons why students may be dismissed, such as failing to meet probation requirements, inadequate performance in a class/internship, or if their behaviors in class or during their internship do not meet ethical and professional standards.

MSW students receiving a failing grade of "F" in any course or an "NP" in a specialized internship are automatically dismissed from the program. Students will be withdrawn from pending classes immediately. A letter from the Associate Dean will be sent to the student via email.

Students dismissed due to failure to meet probation requirements or for earning a grade of F have a right to appeal their dismissal within 30 days of notification.

Students dismissed due to a NP in their internship do not have the option to appeal.

Students that have the right to appeal can do so following the process described below. 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.

Dismissal Appeal Procedures:

1. Grievances regarding dismissal decisions are submitted to the MSW Program Director. The student must submit [the Grievance form](#) within thirty days of the final grade posting in LOCUS. The MSW Program Director's contact information is posted on the SSW website on the [forms page](#).
2. Students 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. Students may attach any documentation to support their claim. Required information is a copy of the student's unofficial transcript, a contact number, and a current mailing address.
3. A meeting with the MSW Program Director to discuss the appeal is optional. If the student would like to request a meeting, they should include their availability within their appeal letter. Otherwise, the MSW Program Director will review the appeal materials and decide.
4. If the MSW Program Director's determination is not to the student's satisfaction, the student has the right to a final appeal to the Dean. The student must make the final appeal within 30 days of the notification from the MSW Program Director.
5. The Dean may affirm, modify, or reverse the decision. The Dean will notify the parties of the disposition of the appeal within 30 days of receiving the final appeal. The Dean's decision is final in all cases.

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 for an exception, students are expected to consult with their Academic Advisor. To review the policy for taking a leave of absence (LOA), 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](#) website and must be submitted to the MSW Program Director Programs.

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.

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](#) 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 MSW Program Director 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.

Once the request has been processed, the MSW Program Director 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

Probation is a status assigned to students when their performance falls under required standards of good academic standing. It is a warning but also a time-limited opportunity for students to work toward improvement. A probationary status is a step that can lead to dismissal if there is no progress or satisfactory growth.

Probation status is monitored by the Associate Dean for Academics. The student is informed by the Associate Dean when they are placed on probation, the terms of the probation, as well as when students have fully met the conditions of their probation.

At the School of Social Work, there are several types of probation which are listed below.

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.

As stated earlier, 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 consult 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. Students admitted on probation who are dismissed due to a grade of B- or lower may appeal the grade that led to dismissal if they meet the criteria as stated in the [grade appeal policy](#). Students may not appeal the dismissal decision.

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. Similarly, students in their generalist year who earn a NP grade in their internship class will be placed on academic probation. In addition, no grade of C- or lower or NP will count toward degree requirements, nor does a grade of C- or lower fulfill a prerequisite. Such grades, however, will be included in the students' cumulative GPA. MSW students who receive a grade of C- or lower in a required social work course or earn a NP grade in their generalist year internship 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 submit a final grade grievance with any relevant supporting documentation to the MSW Program Director as part of due process. The Associate Dean is 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.

Academic Suspension

Suspension is the temporary removal of a student from class or their internship site due to violation of school or university policies. During a suspension period students will not be allowed to enroll in classes. Suspensions are treated as a time for the student to reflect and gain awareness of areas of growth.

Suspension status is monitored by the Associate Dean for Academics. The student is informed by the Associate Dean when they are placed on suspension, the terms of the suspension, as well as when students have fully met the conditions of their suspension.

Student Professional Practice [SPP] Policy

Graduate students in Loyola University Chicago's School of Social Work (SSW) are expected to uphold both the university's [Community Standards](#) and the MSW Program's Policy on Student Professional Practice. This policy aligns with the National Association of Social Workers (NASW) Code of Ethics, which applies to all practicing social workers, including graduate students in training.

MSW students must follow the NASW Code of Ethics in all academic, internship, and professional settings related to their education and training.

As an accredited program by the Council on Social Work Education (CSWE), the MSW program adheres to the core values of the profession: service, social justice, dignity and worth of the person, the importance of human relationships, integrity, and competence. These values are reflected in the nine key areas of performance and behavior that students must meet for promotion and graduation:

CSWE Educational Policies and Accreditation Standards

Competency 1: Demonstrate Ethical and Professional Behavior,

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

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

Competency 4: Engage In Practice-informed Research and Research-informed Practice,

Competency 5: Engage with Individuals, Families, Groups, Organizations, and Communities

Competency 6: Assess with Individuals, Families, Groups, Organizations, and Communities,

Competency 7: Intervene Individuals, Families, Groups, Organizations, and Communities,

Competency 8: Evaluate Individuals, Families, Groups, Organizations, and Communities.

Competency 9: Engage in Policy Practice

The MSW program also recognizes and follows the values of Jesuit pedagogy. Jesuit pedagogy emphasizes the development of the whole person (*cura personalis*)—mind, body, and spirit—and is rooted in values such as reflection, critical thinking, service, and social justice. In social work education, these principles align closely with the profession’s core mission to promote human dignity, equity, and the well-being of marginalized populations. Jesuit education challenges students to engage deeply with complex social issues, reflect on their own values and experiences, and commit to ethical and compassionate service. At Loyola University Chicago’s School of Social Work, this integration of Jesuit values and social work education fosters a learning environment that prepares students to become reflective, competent, and socially responsible practitioners.

Core Ethical Expectations for Social Work Students at Loyola University Chicago

Grounding Frameworks:

- [NASW Code of Ethics](#): Foundation for ethical practice in social work.
- [Loyola University Chicago Community Standards](#): Rules and responsibilities expected of all students.
- **School of Social Work’s Professional Practice Standards**: Specific expectations within the MSW program.

Professional Behaviors & Expectations

Students are expected to adhere to the guiding policies listed above. These principles aren't just rules, they reflect the core values of the social work profession: service, integrity, respect, competence, and social justice. Adhering to them ensures you develop into a trustworthy, ethical, and compassionate practitioner.

The following illustrate how student behavior needs to be guided by the NASW Code of Ethics:

1. Professional Conduct & Communication

- Present yourself with **respect and professionalism** in all settings.
- Includes **appearance, grooming, body language, eye contact**, and **verbal/written communication**.

2. Academic & Professional Integrity

- Maintain honesty in exams, assignments, internships.
- Never engage in or condone dishonesty, fraud, or deception.
- Be honest about client care matters and never falsify information. (NASW 4.04 Dishonesty, Fraud, and Deception)

3. Reliability & Responsibility

- Be punctual and dependable.
- Notify relevant parties about absences and provide documentation if needed.
- Understand how your presence (or absence) affects others. (NASW 4.03 Private Conduct)

4. Respectful Collaboration

- Engage in collegial and inclusive discussions; avoid dominating conversations. (NASW 2.01 Respect)

5. Zero Tolerance for Abuse or Harassment

- No verbal, physical, or sexual harassment will be tolerated.
- Avoid profanity, offensive comments, and disrespectful behavior online or offline. (NASW 2.01 Respect)

6. Client-Centered Ethical Practice

- Uphold the highest standards of care for clients in all settings.
- Prioritize client well-being, safety, and dignity. (NASW 1.01 Commitment to Clients)

7. Respect for Clients' Families and Care Teams

- Communicate with empathy and professionalism.
- Demonstrate respect through time management, demeanor, and adherence to dress codes. (NASW 2.01 Respect)

8. Representation of the Profession

- Avoid actions that could be seen as unethical or compromising to the school, university, or profession. (NASW 5.01 Integrity of the Profession)

9. Use of technology in Social Work Practice

- Maintain professional practice standards as it relates to boundaries, sharing confidential information, and using personal electronic devices for work/internship purposes, including texting about clients and posting on social media. (NASW, Standards 2.06, 2.07, 2.09, 2.11, 2.18, 2.19)

Failure to Adhere to Policy

Failure to meet behavioral and ethical expectations may result in dismissal from the MSW program. While not exhaustive, the following guidelines reflect the professional conduct required in both academic and internship settings. Students may also be included in a disciplinary process with the university if they have violated any of the [community standards](#) as outlined in those policies. The university procedures would be followed for those students.

Faculty and Staff may consult with the MSW Director to see if they suspect a violation of ethical or professional standards. If warranted, the faculty member submits a written referral and supporting documentation. The MSW Director then convenes the committee and notifies the students and their advisor.

Referral Process

Within five business days, the MSW Director will provide the student with written notice, including the referral and procedures. The student must respond in writing within five business days and meet with their advisor, if they choose, to review the concern.

Students are encouraged to engage their advisor throughout the process. Advisors and any additional support persons may attend the committee meeting but may not speak or participate.

The MSW Director compiles a report summarizing the concern and all materials for committee review, shared five business days prior to the meeting. The committee may request additional documentation or invite the referring faculty to attend.

Committee Meeting and Outcomes The committee meets in closed session. The student is invited to participate but may decline. If the committee substantiates a violation, it may issue one or more of the following outcomes:

- a. Continue in program with no conditions
- b. Warning or reprimand
- c. Continue in the program with conditions (e.g., written reflections, research tasks)
- d. Further sanctions for non-compliance with conditions, including:
 - i. Withdrawal from internship/co-requisite courses
 - ii. Academic probation with terms
 - iii. Leave of Absence (recommended only)
 - iv. Suspension from MSW program
 - v. Dismissal

Meeting minutes are documented and reviewed by the committee. The MSW Director will issue a written outcome letter to the student and advisor within 10 business days, including appeal information.

Appeals

Students may submit a final written appeal to the Dean within 10 business days of receiving the committee's decision. The Dean's review is limited to:

1. Unsupported conclusion
2. Procedural error impacting fairness

3. New, significant information
4. Disproportionate sanctions

Dean's decision is final and will be issued in writing within 10 business days.

Confidentiality & Safety

The MSW Director and the Associate Dean monitor all procedures to ensure compliance with school policy. In the event there is a conflict of interest due to the student being enrolled in a course taught by the MSW Director in which professional behavior is a concern, the Associate Dean would monitor to ensure compliance with school policy. Committee decisions are private and shared only with those who have a legitimate need to know. If at any point a safety risk is identified, appropriate university or community authorities will be contacted.

Professional Behavior in the Educational Setting

Students are expected to adhere to the school's policies on professional conduct and on academic honesty, which include:

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](#).

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](#).)

According to Defining and Avoiding Plagiarism: The [WPA Statement on Best Practices](#) 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 guidelines 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 students' grades in any of the courses involved.

Students are encouraged to utilize the Writing Center as well as the American Psychological Association Publication Guide 7th Edition 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.

Sanctions for violation of these standards may range from recommendations for specific behavior changes ranging from probation to dismissal from the program.

Title IX Disclosure and Rights

Under Title IX federal law, "no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance" (Title IX of the Education Amendments of 1972). It is important for you to know the professor has a mandatory obligation to notify designated University personnel of incidents of gender-based misconduct (sexual assault, dating/domestic violence, stalking, sexual harassment, etc.) that are shared in private or during class discussions. The reason for this is to keep all members of the Loyola community safe, also to ensure you are connected to the resources and reporting options available. Hypothetical scenarios that are discussed do not require any action. Please visit the [Title IX at Loyola University Chicago Page](#) for more information regarding the University's response to notifications of gender-based misconduct. The following link contains information if you wish to [speak or contact a confidential resource on campus](#).

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

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

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](#).

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](#).

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.

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.

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.

Degree Conferral Timeline

Students must meet all program requirements and have all final grades reflected in LOCUS within six weeks after the end of their final semester. If a student has incomplete or missing grades or has not fulfilled all academic requirements by that time, their degree conferral will be deferred to the next conferral cycle.

Social Work Licensure

Students who have questions about licensure procedures and requirements should check the [School of Social work](#) 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 \(luc.edu\)](http://luc.edu/writing-center) 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](#).

Students can also use the catalog from the computing labs, dormitory rooms, or from home. Ask at the reference desk for more information on accessing the catalog off campus. Reference librarians are available to help students use all library resources.

Email Communication

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.

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 to 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 waiver, please refer to the [Office of the Bursar](#) website.

At times, any student's ability to balance the demands of a rigorous academic program, other life responsibilities, and internal stressors may become difficult and require professional intervention. The [Loyola Wellness Center](#) is available on campus to help campus-based students with concerns. During regular Wellness Center hours, a registered nurse is available by phone to assist students with counseling and health concerns/questions through Dial A Nurse at 773-508-8883. Additional information about this service is available at [Loyola Wellness Center Dial A Nurse](#).

Students in the Online Bilingual Program MSW and Online MSW Program should utilize resources provided by their health insurance providers or local community resources as needed.

In the case of an emergency, students should call 911 or report to the nearest emergency room.

Loyola Internship Liaisons, Internship Coordinators, Internship Supervisors, Seminar Instructors, or other faculty or staff members who are in contact with student interns and who identify or suspect significant mental health issues are encouraged to direct students to appropriate resources.

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.

Illinois State Board of Education (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 [Certification Testing System \(ICTS\)](#) website for information on test registration, dates, and locations. See [study guide for the content area tests for social work](#).

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](#).