



Bachelor of Social Work (BSW) Student Handbook

Revised Fall 2025

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

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

Table of Contents

| | |
|--|-----------|
| <u>The School of Social Work</u> | 5 |
| <u>School of Social Work Mission</u> | 5 |
| <u>BSW Program Overview</u> | 6 |
| <u>Program Benefits</u> | 7 |
| <u>BSW Program Goals, Values, and Ethics</u> | 7 |
| <u>Values and Ethics</u> | 9 |
| <u>Diversity</u> | 9 |
| <u>Non-Discrimination Policy</u> | 10 |
| <u>BSW Curriculum</u> | 10 |
| <u>Liberal Arts Perspective</u> | 11 |
| <u>Study Abroad</u> | 11 |
| <u>School of Social Work Attendance Policy</u> | 12 |
| <u>BSW Academic Planning</u> | 12 |
| <u>Overview of Generalist Level Internship Requirements</u> | 13 |
| <u>Objectives for BSW Generalist Internships</u> | 13 |
| <u>Internship Requirements and Expectations</u> | 14 |
| <u>Internship Course Enrollment</u> | 14 |
| <u>BSW Generalist Internship Process</u> | 14 |
| <u>Learning Agreement</u> | 16 |
| <u>Evaluations</u> | 17 |
| <u>Student Self-Evaluations</u> | 19 |
| <u>Internship Timeframes</u> | 19 |
| <u>Termination of Internship Policy</u> | 19 |
| <u>Internship Forms and Due Dates</u> | 20 |
| <u>Scheduling and Internship Hours</u> | 21 |
| <u>Class and Internship Scheduling Conflicts</u> | 21 |

| | |
|--|------------------|
| <u>Tracking Hours</u> | <u>21</u> |
| <u>Requesting Time Off</u> | <u>22</u> |
| <u>Supervision, Feedback, and Evaluations</u> | <u>22</u> |
| <u>Procedures for Resolving Conflicts in Internships</u> | <u>23</u> |
| <u>Five Year BSW/MSW Program</u> | <u>23</u> |
| <u>Resilience, Inclusion, Support, and Engagement (RISE) Process</u> | <u>25</u> |
| <u>Students with Disabilities and Accommodations</u> | <u>26</u> |
| <u>Independent Study</u> | <u>27</u> |
| <u>BSW Program Internal and External Transfer Admission Requirements</u> | <u>28</u> |
| <u>BSW Program Transfer Credit.....</u> | <u>28</u> |
| <u>Transferring to the School of Social Work from within Loyola.....</u> | <u>29</u> |
| <u>Multiple Degree Seeking Students or Students who Wish to Drop a Second Major</u> | <u>29</u> |
| <u>Registration</u> | <u>29</u> |
| <u>Registration Holds</u> | <u>29</u> |
| <u>Override Policy for BSW.....</u> | <u>30</u> |
| <u>Withdrawing and Adding Courses</u> | <u>30</u> |
| <u>Grading</u> | <u>31</u> |
| <u>Policy in the School of Social Work.....</u> | <u>31</u> |
| <u>Credit Hour Defined</u> | <u>32</u> |
| <u>Grades and Credit Points</u> | <u>32</u> |
| <u>Grading for Internships.....</u> | <u>32</u> |
| <u>Quality Points Defined.....</u> | <u>33</u> |
| <u>Grade and GPA Requirements</u> | <u>33</u> |
| <u>Honors Awards</u> | <u>34</u> |
| <u>Dean’s List.....</u> | <u>34</u> |
| <u>Pass- No Pass Option.....</u> | <u>34</u> |
| <u>Auditing Courses</u> | <u>34</u> |
| <u>Incomplete Grades</u> | <u>35</u> |

| | |
|--|------------------|
| <u>Leave of Absence.....</u> | <u>36</u> |
| <u>Undergraduate Probation</u> | <u>37</u> |
| <u>Continued Probation.....</u> | <u>38</u> |
| <u>Dismissals</u> | <u>38</u> |
| <u>Dismissal for Insufficient Academic Performance</u> | <u>38</u> |
| <u>Academic Suspension</u> | <u>39</u> |
| <u>Student Professional Practice [SPP] Policy.....</u> | <u>40</u> |
| <u>Confidentiality & Safety.....</u> | <u>45</u> |
| <u>Non-Academic Dismissal and Professional Behavior</u> | <u>45</u> |
| <u>Academic Integrity.....</u> | <u>45</u> |
| <u>Professional Ethics in the Classroom and Internship.....</u> | <u>47</u> |
| <u>Title IX Disclosure and Rights</u> | <u>49</u> |
| <u>Appeal Procedures.....</u> | <u>50</u> |
| <u>Appeal Request for a Change in of Academic Record or Status.....</u> | <u>50</u> |
| <u>Appeal of Final Grade for courses outside of Social Work.....</u> | <u>50</u> |
| <u>Grade Grievance Policy for Social Work courses</u> | <u>51</u> |
| <u>Procedures:.....</u> | <u>51</u> |
| <u>Dismissal from the Major Appeal.....</u> | <u>52</u> |
| <u>Withdrawal from the University</u> | <u>53</u> |
| <u>Emergency Withdrawal from the University</u> | <u>53</u> |
| <u>Procedure for Readmission.....</u> | <u>53</u> |
| <u>Graduation</u> | <u>54</u> |
| <u>Required Hours in Residence Needed for Graduation</u> | <u>54</u> |
| <u>University Support Services for Students</u> | <u>54</u> |
| <u>Writing Center</u> | <u>54</u> |
| <u>University Libraries</u> | <u>55</u> |
| <u>Health Insurance and Student Wellness Center</u> | <u>55</u> |
| <u>Shuttle Bus and Ventra U-Pass.....</u> | <u>56</u> |

The School of Social Work

The School of Social Work at Loyola University Chicago was established in 1914 and offers a Bachelor of Social Work program leading to the degree of Master of Social Work. The last reaffirmation of accreditation of the Undergraduate Program by the Council of Social Work Education was in 2023. An undergraduate major in Social Work was established in 1973. In 1985, a doctoral program leading to the DSW, (Doctor of Social Work), degree was approved by the University's Board of Trustees, and it began in fall, 1986. In the spring of 2000, the faculty approved the Doctoral Program as a Doctor of Philosophy (Ph.D.) from the DSW. The Ph.D. is offered under the educational direction of the faculty of the School of Social Work in the Graduate School.

The School of Social Work has the same relationship to the University as the twelve other colleges of Loyola University Chicago (Arts and Sciences, Education, Nursing, Business, Law, Medicine, Communication, Health Science & Public Health, Environmental Sustainability, Graduate School, Arrupe, and School of Continuing and Professional Studies). Since engaging in services and administrative resources offered by the University, The School of Social Work largely relies upon the University for financial support. The School of Social Work has autonomy for its internal operation; it has its own Dean; it controls its admission procedures in collaboration with Graduate Professional Enrollment Management (GPEM); and it has jurisdiction over its curriculum.

School of Social Work Mission

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

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

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

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

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

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

BSW Program Overview

BSW students are working toward their undergraduate degree in social work and have one internship requirement, which they complete in their senior year.

Loyola University Chicago's School of Social Work introduces students to the dynamic, changing, and challenging profession of social work. Social workers help people of all ages from varying social and economic backgrounds across many settings including child and family agencies, mental health programs, disability services, criminal justice and healthcare systems, community centers, early childcare and school systems, to name a few. Loyola's BSW program offers a unique blend of professional and experienced faculty, an excellent social work curriculum with a strong liberal arts base, and a wide range of opportunities for internship and practical experience.

Program Benefits

Loyola BSW graduates have been very successful in obtaining in their fields of interest, with some becoming employed in the agencies where they interned during their senior year. Some graduates have chosen to work in corporate environments; others are pursuing advanced degrees in social work, law, business administration and public health. Social work employers value the specialized education received from our BSW graduates and expect them to make an immediate impact within their organizations and the lives of their consumers.

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

BSW Program Goals, Values, and Ethics

The goals of the BSW Program reflect the mission of the Jesuit order, Loyola University Chicago, the School of Social Work and the purposes of social work education. These goals incorporate the values and ethics of the social work profession and of social work education according to the Educational Policy and Accreditation Standards of the Council on Social Work Education.

The overarching goal of the School of Social Work continues to prepare social work practitioners who have integrated the knowledge, values, and skills of the social work profession for competent and ethical practice. The faculty of the School of Social Work believe that all professional social workers should practice in accordance with the standards presented in the NASW Code of Ethics. The goals of the BSW program aim to:

1. Develop students' knowledge of social work practice with individuals, families, groups, organizations, and communities for generalist practice in a variety of settings.
2. Develop students' understanding of social problems, related policies, and programs and services.
3. Prepare students to be critical consumers of social work research and to participate in the evaluation and development of knowledge for social work practice and programs.
4. Prepare students for practice with diverse populations.

5. Facilitate students' development of a professional identity that incorporates the values and ethics of the social work profession.
6. Prepare students for careers and/or graduate education in social work.
7. Prepare students for lifelong learning and critical thinking through an educational process combining a liberal arts foundation with professional social work education.

Competency-Based Education Framework

The School of Social Work uses a competency-based framework prescribed by the Council of Social Work Education (CSWE) to prepare students in bachelor's level programs for professional practice. To ensure that students are able to integrate and apply social work competencies in practice, bachelor's level programs prepare students for first-level generalist 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 establishes the nine social work competencies listed below for the generalist year. 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 \[EPAS\]](#)

The CSWE 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

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 trained to acquire and demonstrate:

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

Diversity

Situated in a vibrant, multicultural milieu, Loyola University Chicago School of Social Work strives to prepare its students to understand, embrace, and work effectively within a complex, diverse environment. Students are trained to acquire and demonstrate:

- Understanding "the dimensions of diversity as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status" .
- Understanding "as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim" .
- Understanding "forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power".

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.

BSW Curriculum

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

The BSW curriculum reflects an integrative approach to generalist social work practice. In each course, three levels of intervention are stressed - the individual, environment, and societal. Students learn the knowledge, values, and skills needed to improve the functioning of individuals, families, groups, organizations, and communities.

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

For current information regarding course sequencing, terms of availability, and course numbers of required classes, students should visit the [School of Social Work's website](#).

Requirements for the Honors Program: Candidates for Interdisciplinary Honors must meet the general requirements for the Interdisciplinary Honors Program. See [Honors: Loyola University Chicago](#).

Below are the required courses for a BSW degree:

| |
|---|
| 200 Introduction to Social Work (Engaged Learning) |
| 370 Power, Oppression, Privilege & Social Justice |
| 307 Social Work Policy & Community Intervention |
| 305 Lifespan Development, Human Behavior, Trauma & Theory |
| 350 Preparation for Practice |
| 301 Practice Skills with Individuals & Families |
| 380 Assessment of Client Concerns |
| 362 Integrative Seminar |
| 330 Internship I & Simulated Experiences |
| 303 Group Work Practice |
| 308 Integrated Micro-Mezzo-Macro |
| 340 Internship II & Simulated Experience |
| 390 Research & Evaluation |

Liberal Arts Perspective

The Core curriculum is at the heart of the institution's educational mission and the School of Social Work mission. The goal of a Loyola education is "preparing people to lead extraordinary lives." The baccalaureate curriculum at Loyola University Chicago, through the Core Curriculum, provides a solid liberal arts education for all undergraduate students. For more information on the Core, refer to the [University's website](#).

The Engaged Learning requirement to graduate can be fulfilled through many courses at LUC including the SOWK 200 Introduction to Social Work, SOWK 330 Internship I and Simulated Experience, and SOWK 340 Internship II and Simulated Experience.

Study Abroad

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

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

BSW Academic Planning

Academic planning involves the student, and the social work designated advisor, creating a degree plan, which is a visual term by term pathway to graduation, just like the templates in the MSW program. It involves a working relationship with an advisor who can provide guidance and support through the social work program to ensure that the student is meeting the requirements needed to successfully complete the BSW degree.

Freshman and sophomore students are assigned an advisor in First and Second Year Advising

(FSYA); junior and senior students are assigned an advisor in the School of Social Work. Transfer students (students who enter Loyola with 20 or more credits earned in a college or university setting) are assigned an advisor in the School of Social Work.

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

Each semester, the School of Social Work advisor notifies all social work majors via e-mail regarding the need to plan their courses for the following semester. Students may schedule course registration advising appointments through the Navigate system. Students are encouraged to schedule individual advising sessions throughout the academic year for general advising, degree completion planning, and urgent academic or personal issues related to matriculation.

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

Overview of Generalist Level Internship Requirements

Loyola School of Social Work BSW students complete a first-level generalist internship. In this generalist internship, students learn and gain experience with foundational elements of social work practice. Students in a first-level generalist internship are expected to gain a general sense of an agency's programs, services and policies. Potential internship tasks involving direct service include administering paperwork; conducting intakes, assessments, and documentation; practicing case management; and engaging in research projects. Students in first-level generalist internships will not conduct individual or group counseling on their own, since this is considered a second-level specialized-level skill set. Students should spend 50% of their time in direct service.

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 [internship page](#).

Objectives for BSW Generalist Internships

The internship experience is the signature pedagogy of social work education and is, accordingly, an integral and essential component of the curriculum. The BSW internship is considered a first-level generalist experience identical to the MSW first-level generalist internship experience. Students pursuing a BSW first-level generalist internship will be concurrently enrolled in, or have previously completed, the prerequisite generalist-level courses. In these internships, students gain experience in

agency settings and engage in first-level generalist-supervised social work direct practice. These positions provide valuable opportunities to apply classroom learning in the internship. Through the internship, BSW students refine their professional social work skills and integrate classroom course content with on-the-job experience with service provision, outreach, networking, and resource development.

Internship Requirements and Expectations

Internship Course Enrollment

Students must enroll in an internship course for each semester that they participate in an internship. BSW students are required to complete two semesters or a summer block 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.

BSW Generalist Internship Process

- The SONIA Online database is Loyola University's School of Social Works internship management system. Students enrolled in the School of Social Work are automatically added to the database. However, the internship process begins when the student completes the BSW/first-level generalist internship application through the SONIA database. To see internship sites in SONIA, students must submit their application before the "access date." Students who apply after the access date will be added to SONIA as soon as their internship application is processed. Note that while students can apply for internships throughout the year, opportunities become more limited close to the start of the semester. We, therefore, recommend that students start the internship process as soon as SONIA's access is available. Please review the relevant dates on the [Loyola School of Social Work internship page](#). When a student submits an internship application, they will be added to the internship group in SONIA as well as to the Sakai BSW/first-level generalist site. On the Sakai site, students will be able to view a tutorial with more information about the BSW/first-level generalist internship.
- Students review potential internship sites in the SONIA database. BSW/first-level generalist students should focus on commuting distance to the site and use the SONIA filters to identify potential opportunities. Prospective interns should keep in mind that they may be required to travel up to an hour or more each way to the site, that this time does not count toward internship hours, and that they are not reimbursed for travel costs. Students can initially indicate a preference for up to five sites, and each site's preferred contact process is included in the

database. It is recommended that students continue to contact two or three sites per week until they secure an internship.

- Students are encouraged to follow up with the agency contact by phone or email to confirm receipt of their application 7-10 business days after initial contact.
- If the internship site responds to an application by stating that they are no longer accepting interns for the current semester, please forward the information to the Internship team so that the SONIA database can be updated.
- The Internship Coordinator is available to meet with the student in person, online, or by phone or email.
- If a student uses their personal vehicle to travel to and from the internship site or during their internship work, the student is responsible for maintaining auto insurance coverage. Loyola University's auto insurance policy does not apply to student internships. Students are not permitted to transport agency clients in their own or others' personal vehicles. Students may use an agency vehicle during internship if the student is covered by the agency's insurance policy and the activity is related to the student's learning agreement. If driving an agency vehicle is an internship requirement, students must confirm that the agency maintains insurance on its vehicles and clarify relevant policies (e.g., who is authorized to drive agency vehicles, gas reimbursement, etc.).
- Agencies screen students for interviews based on their cover letter, resume, student needs, and site needs. Not all referrals or student outreaches will result in an interview. Students should approach an invitation to interview for an internship as they would an employment interview. Students should be on time for the interview, dress appropriately (in business attire), research the site, bring multiple copies of their resumes, and be prepared with a list of questions about the position or agency. Students are expected to send thank you emails after interviewing.
- Note that an interview does not guarantee an internship. Many sites are selective, and the process can be competitive. Keep in mind that sites are interviewing students from many programs and schools.
- Students are expected to accept internships if they are offered one. If a student does not feel comfortable with an internship because they feel the location is unsafe, they should contact the Internship Coordinator to discuss their concerns. Note that students cannot accept two offers or accept an offer and continue to interview with other agencies. Once a student accepts an offer, the internship selection process is over. If a student is simultaneously offered internships at two sites, the student must decide which offer they will accept and then respond professionally and decline the other offer. The student must do this in a timely fashion so that sites may continue

their search. If a student has concerns or questions about an offer, they should contact the Internship Coordinator.

- Once the student has accepted an internship, they should complete the Internship Confirmation Form on the SONIA database. This form asks for the supervisor's contact information as well as the internship's start and end dates. The student and the supervisor should decide the starting and ending dates together, and the dates should be as specific as possible. Once the Internship Coordinator receives the Internship Confirmation, the internship allocation in SONIA is concluded and the student and Internship Supervisor will receive an internship confirmation email. A Loyola Internship Liaison for the internship will be assigned before the semester begins.
- Students must complete all required-senior sequence courses concurrently with their first-level internship. Generally, schedules are agreed upon between Internship Supervisors and students. Students in their first-level generalist internship can expect to be at their site on Tuesdays and Thursdays (15 hours per week) for a total of 400 hours over two 15-week semesters. Note that some sites may ask students to be available on days outside of the days listed above.
- Students must ensure that internships are a priority and arrange their schedule around internship days.
- If a student is unable to secure an internship after interviewing with multiple sites, we recommend the student contact the Internship Team to schedule a meeting to discuss the process, review the student's approach to interviewing and their application materials, and share any feedback offered by agencies. The goal of such a meeting is to plan the next steps to ensure a student's success in the internship.

Learning Agreement

The Council on Social Work Education (CSWE) establishes competencies or learning outcomes for the generalist year and students are assessed based on them. Students in the BSW program are required to complete 400 internship hours toward their degree. The School of Social Work recognizes that each site provides various learning opportunities and that therefore supervisors can tailor students' learning agreements to reflect the agency's specific mission and goals. The required internship courses are: SOWK 362, SOWK 330, and SOWK 340.

At the School of Social Work, 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](#).

Within 30 days of the start of the internship (about 60 hours into 400 hours of the internship), 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’s inability 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 through the SONIA database within the 30-day timeframe.

If a student does not meet the expectations outlined in the Learning Agreement, the internship site may request a meeting with the student, their Internship Supervisor and the Loyola 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 [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 competency 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 behavioral changes necessary 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](#) page.

Student Self-Evaluations

BSW students are asked to evaluate their progress in their internship through self-evaluation. 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 (i.e., School of Social Work advisor) and are not shared with the Internship Supervisor or Loyola Internship Liaison.

Internship Timeframes

Loyola's [SSW] is an accredited program that 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 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 students receive 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. Data collected from students helps the School of Social Work maintain compliance with accreditation requirements by demonstrating the knowledge and skills gained by the students in our programs.

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.

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).

Student Self-Evaluation: Due at the end of the internship

Evaluation Due Dates

- **Fall-Spring Internship:** Midterm evaluation due in December; Final evaluation due in May
- **Spring-Summer Internship:** Midterm evaluation due in May; Final evaluation due in August
- **Summer Block Internship:** Midterm evaluation due in July; Final by August for first-level generalist students
- **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

Scheduling and Internship Hours

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.

Tracking Hours

- 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 time sheets for their records.
- Internship hours consist of approved training and learning opportunities provided by the internship site. Internship hours should also include a weekly scheduled supervision time with an assigned Internship Supervisor and appropriate amounts of time to complete tasks and projects relevant to the internship level.
- 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.

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 take into account 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 site 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 Internship Coordinators. Students have the responsibility to attend supervision meetings with the Internship Supervisors and be prepared 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.

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.

Five Year BSW/MSW Program

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

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

Standards

Successful completion of BSW program:
2.50 minimum GPA in required SOWK courses
Minimum of "C" in all required social work courses
Minimum of "C-" in all required social science courses.

3.0 Cumulative GPA by senior year

After 1st semester senior year, students must have a cumulative GPA of 3.00 and SOWK GPA of 2.50. If a student does not have a cumulative GPA of 3.00, they may be admitted with a minimum of a 2.50 cumulative GPA and a minimum of a 3.0 SOWK GPA.

Behavioral Comportment

Any student who has demonstrated behaviors that are considered "disruptive" by Loyola University Chicago standards in classroom and/or community settings as part of academic coursework and/or the NASW Code of Ethics may be refused acceptance.

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

Students in the 5-year program must select a specialization from two options: the Micro Practice specialization and the Leadership, Mezzo, and Macro [LMMP] specialization. The required courses for each are below.

Micro Practice Specialization courses

| |
|---|
| SOWK 680: Advanced Micro-Level Practice |
| Elective |
| Track Course |
| Track Course |
| SWII 632: Internship Instruction III & Simulated Experiences |
| SWII 632S: Integrative Seminar (Meets 8x) |
| SOWK 681: Advanced Mezzo & Macro Practice |
| Track Course |
| Elective |
| SWII 633: Internship Instruction IV & Simulated Experiences |

Leadership, Mezzo, and Macro Practice Specialization required courses:

| |
|--|
| SOWK 682: Advanced Mezzo & Macro Practice |
| SOWK 652: Organizations, Program Development, and Evaluation (Fall only) |
| SOWK 653: Community Organizing and Policy Practice (Fall only) |
| SWII 632: Internship Instruction III & Simulated Experiences |
| SWII 632S: Integrative Seminar (Meets 8x) |
| SOWK 680: Advanced Micro Practice |
| SOWK 650: Leadership & Supervision in Service Organizations (Spring only) |
| Elective |
| Elective |

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.

Students with Disabilities and Accommodations

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.

After meeting with 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 through the Accommodate system. Once submitted, Accommodate will send a copy of the student's academic accommodation letter directly to their faculty. Some accommodation will require additional forms or action on the student's part. Students should see the information provided in their 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 and may involve various approval timelines.

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 about your current accommodation, or have further questions, please contact SAC at (773) 508-3700 or visit the [Student Accessibility Center Website](#).

Independent Study

Independent study is an optional component of the social work curriculum that is developed by the student and a faculty member committed to directing the independent study course. Together with a faculty member, students may devise a research/writing/activity program appropriate for an independent study. The student develops a plan and performs activities, then reports their implementation and results to the designated faculty member.

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

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

An independent study is formalized when:

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

BSW Program Internal and External Transfer Admission Requirements

Students wishing to transfer to Loyola University Chicago's bachelor's in social work (BSW) program from an outside college or university or from another college within Loyola must have a minimum cumulative GPA of 2.00.

If a student has taken any social work classes prior to admission to the BSW Program, the class(es) will only count towards the major if the student earned a "C" or higher. If a student earns a C- or below in a required social work course, the student must retake the course.

BSW Program Transfer Credit

For undergraduate students, Loyola University Chicago offers [Transfer Guides](#) for students transferring from several Illinois-based community colleges, indicating courses that satisfy Loyola's undergraduate Core Curriculum and specific requirements for the School of Social Work.

Other academic courses not listed on the Transfer Guides may transfer as electives. A maximum of 64 semester hours can be transferred from community colleges, and there's no maximum number of credits that can be transferred from four-year institutions. The BSW Program Director conducts a review of the social work courses intended to transfer as credit into the social work program. The School of Social Work does not give academic credit for work/practice or life experience.

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

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

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

Transferring to the School of Social Work from within Loyola

To transfer to the School of Social Work within Loyola, students must complete an internal transfer application, which is available on the School of Social Work website [Forms & Handbooks](#) page, and submit the application to SOWK-Advising@LUC.edu. Students will be notified of acceptance, conditional acceptance or denial.

Multiple Degree Seeking Students or Students who Wish to Drop a Second Major

Students who wish to declare a second major along with social work in a different school must complete *Multiple Degree Application* from the School of Social Work's [Forms & Handbooks](#) page. Students who are currently enrolled in multiple schools across the university who wish to discontinue one of the school's major/programs must complete a Request to Discontinue School/College Form (also available on [Forms & Handbooks page](#)). Both forms can be submitted to SOWK-Advising@luc.edu.

Registration

Students self-register into Loyola's Online Connectivity to University Services (LOCUS) system. Use the following link for more information about the LOCUS system and login guidelines.

<https://www.luc.edu/aboutlocus/>

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

Registration Holds

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

Override Policy for BSW

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

- If it is a student's final semester, and the student needs the course for graduation.
- If the course is required for a student to graduate on time, but the course will not be offered again prior to the student's anticipated final semester.
- If the student needs the course as a prerequisite to courses in the following semester.
- All undergraduate sections of the course are full.
- The undergraduate course is canceled for low enrollment.

Withdrawing and Adding Courses

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

After the last day to drop a class without a "W" (Withdrawal) appearing on official transcripts, 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 contact 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 completed coursework and other course requirements (i.e., attendance policy). This expectation includes students that make the decision to stop attending after the final date to earn a "W".

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

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

Grading Policy in the School of Social Work

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

The grade "W" is not counted in computation of academic standing as either attempted or earned credit hours, nor calculated in the grade point average. With a complete emergency term withdrawal, the grade of "WE" does not count towards attempted credit hours or in GPA (effective Fall 2022). However, both the "W" and the "WE" count towards attempted hours when determining **Satisfactory Academic Progress** for continued financial aid eligibility.

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

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

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

| Letter grade | Description | Grades | Grade points | Percentages |
|--------------|---|---------------|---------------------|----------------------------|
| A | Overall performance is Exceptional . | A A- | 4.00 3.67 | 96-100% 92-95% |
| B | Overall performance is Good . | B+ B B- | 3.33 3.0 2.67 | 88-91% 84-87% 80-83% |
| C | Overall performance is Acceptable ; work meets basic expectations set by instructor. A grade of C- requires that social work majors retake the course. | C+ C C- | 2.33 2.0 1.67 | 76-79% 72-75% 68-71% |
| D | Overall performance is Poor ; student must retake course. | D+ D | 1.33 1.0 | 64-67% 63-60% |
| F | Overall performance is Unsatisfactory ; student fails course. Effect of a final grade of F may vary by academic program. | F | 0 | Below 60% |
| I | Incomplete | | | |

| Letter grade | Description | Grades | Grade points | Percentages |
|--------------|--|--------|--------------|-------------|
| W | Withdrew from class within university timeframe | | | |
| NR | Student has never shown up for class or submitted assignments. | | | |

Credit Hour Defined

The credit hour, sometimes called the semester hour, is the standard for computing the amount of a student's scholastic work. One credit hour represents the expected equivalent of one hour of classroom instruction and a minimum of two hours of out-of-class student work each week for the duration of a semester or approximately 15 weeks.

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

Grades and Credit Points

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

Grading for Internships

If 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 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 Dean for Student Affairs 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 removal from the internship is the outcome, it is the responsibility of the Internship Coordinator and Assistant Dean of Student Affairs to meet with the student and to understand the reason for the dismissal. Depending on the circumstances and the outcome of the meeting, one of the following courses of action may be taken:

- The student may be referred to another internship site.
- The student's internship may be deferred to a subsequent semester.
- The student may receive a grade of "F" that will affect their 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.

Quality Points Defined

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

Grade and GPA Requirements

In accordance with university policy, BSW students must maintain an overall GPA of 2.00. If the GPA falls below 2.0, the university policy for probationary status and/or termination from the university will be followed. For an explanation of this policy, see the [Loyola Catalog](#) web page.

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

Students must maintain a 2.5 GPA in required social work courses.

Any student whose required social work course (SOWK) GPA falls below 2.5 will be placed on School of Social Work academic probation. Students are allowed no more than two semesters on academic probation. Students placed on probation are limited to enrolling in a maximum of 15 credit hours during the semester of probation, with students encouraged to take 12 credits during their first probation semester.

Honors Awards

Laudatory Status

A student who earns a minimum of 60 credit hours at Loyola and

- A minimum cumulative Loyola GPA of 3.50 will graduate cum laude (with honors);
- A minimum cumulative Loyola GPA of 3.70, will graduate magna cum laude (with high honors);
- A minimum cumulative Loyola GPA of 3.90, will graduate summa cum laude (with highest honors). Further information can be found at the [Loyola Graduation Honors](#) web page.

Dean's List

The Dean's List is a semester-by-semester acknowledgement of BSW students (taking 12 semester hours or more) who obtain at least a 3.50 grade point average in any given academic semester. Students on the Dean's list receive a letter from the Dean.

Pass- No Pass Option

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

Auditing Courses

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

Permission to audit a course must be obtained from the Associate Dean for Academics and the course instructor. The request form can be obtained from the [School of Social Work](#) web page.

Incomplete Grades

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

Policy for Granting Incomplete Request

- Attendance, participation in class and completing work in the class has been satisfactory and the student’s work to date meets the minimum requirements to pass the course.
- At least 75% of the coursework has been completed.
- A documented extenuating circumstance legitimately prevents completion of the required work by the due date.
- The required work will be able to be completed in the time frame allotted for the make-up work, six weeks into the next semester.
- The student will complete the same work that the class completed. If there is any possibility that academic integrity would be violated by this process, an equivalent assignment(s) or examinations may be administered by the faculty.
- The student may not retake any portion of the class to complete the incomplete.
- For an understanding of how a grade of incomplete affects financial aid, please visit [here](#).

Process to Request an Incomplete Grade

- A faculty member may not enter a grade of “I” or incomplete without first having the student request the incomplete using this **form**. The grade of Incomplete is not a substitute for a failing grade in a course
- Should a student fail to sit for a final exam or project, the faculty member includes a grade of zero on the exam or project in the calculation of the final grade. If the student was unable to request the incomplete during the term and requests the incomplete after grades have been posted **AND** the request for an incomplete is approved, the faculty member will request a change of grade in LOCUS for the posted grade and change that grade to an “I”.
- The student submits this **form** to each instructor where an incomplete is being requested. The form must be filled out to include all deliverables and their respective due dates that the student owes. Both the faculty member and the student must sign the form. Faculty members must submit the completed incomplete form to the student’s school/college.
- If the Incomplete course is a prerequisite to a course the student has enrolled in for the following term, either the incomplete must be completed and a final passing grade posted, or the student

must withdraw from the next course in the sequence.

- If the coursework for the incomplete has not been completed by the deadlines agreed to with the student, the faculty member shall submit a change of grade in LOCUS that includes a complete calculation of work completed plus zero for all work not completed.
- If a change of grade is not submitted by the faculty member at the end of the time period to complete the Incomplete, a grade of “F” will be assigned.
- A student may not graduate with a grade of incomplete on their transcript.

The incomplete work should be finished according to the schedule approved by the professor but no later than six weeks into the next semester. If the incomplete grade is not resolved by this time, the grade will automatically convert to an “F”. PLEASE NOTE: If a student is on Academic Probation, they are not eligible for an incomplete grade any class (with the exception of internship, as appropriate). A Students who have been granted an incomplete in a social work course and then take a leave of absence from the program are still responsible for submitting all work within the designated time frames for their incomplete coursework unless formal approval is obtained from the BSW Program Director and the Associate Dean for Academics. The [Undergraduate Request for Incomplete](#) form can be found on the [School of Social Work](#) web page.

Students may also receive an “I” grade in their internship if they have not completed their internship hours prior to the end of the semester. To be eligible for an incomplete grade, 75% of the internship hours (150 hours generalist 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 failing (F) grade.

If there is a need for additional time to complete internship hours, students must first speak with their Internship Supervisor to determine a plan for completion. It is the student's responsibility to inform their liaison of this plan.

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

Leave of Absence

Students may request a one-semester leave of absence. A leave of absence should be requested prior to the start of a fall or spring term, and no later than the final date to withdraw from said term with 100% refund. A student's tuition and fees will be based upon the date of withdrawal. To request a leave of absence, a student must submit the [Request for Change to Academic Record or Status](#) form indicating the reason (e.g., illness, family crisis, etc.) for the request. The Associate Dean of Academics of the School of Social Work, acting on a case-by-case basis, will have sole authority to grant leave requests. During a leave of absence and at least one month prior to the subsequent

semester, the student must inform their academic advisor in writing of an intention to return, through the Loyola email or the Navigate systems. Students who request and receive a leave of absence for one semester will not need to reapply through the Office of Undergraduate Admissions unless they have attended a college or university elsewhere. Students who receive a leave of absence will return to their same academic program under the catalog year requirements that were in place when they took the leave of absence, provided they did not attend another college or university while on leave. Students who do not return after the agreed upon semester, for the leave of absence, will be administratively withdrawn from the university. Withdrawn students will need to apply for readmission and will be held to the degree requirements of the catalog year in which they are readmitted. Students should reach out to the financial aid office (lufinaid@luc.edu) with questions regarding how a student's financial aid package will be affected by a leave of absence.

Students who leave the BSW program to take a leave of absence or who withdraw from the program are not guaranteed the same internship upon return or readmission to the School of Social Work and their designated academic program. Upon taking a leave of absence, students are encouraged to speak to their current Internship Supervisor to see if the site would be willing to let them return to the internship when they return to the program. A student returning from a leave of absence should reach out to their Internship Coordinator after enrolling in classes to explore internship options.

Undergraduate 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. Probationary status is a step that can lead to dismissal if a student does not demonstrate progress or satisfactory growth. The university's formal procedures for [dismissal](#) will be applied. Academic probationary status and academic dismissal should be understood as necessary consequences for those students directly involved.

During the period of academic probation, students are not allowed to represent the university publicly. Any exception to this restriction must come explicitly from the BSW Program Director. The student's BSW Program Director determines when a student is placed on academic probation or dismissed for academic reasons.

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

- Students must maintain a grade point average of at least 2.00 to be in good academic standing with the university.
- Students must maintain a minimum grade point average of 2.50 in their required SOWK classes to be in good academic standing with the BSW program.
- Graduation from the university requires at least a 2.00 average for all coursework attempted

and a minimum of a least a 2.50 average in a BSW student's required SOWK courses.

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

- Any student whose cumulative GPA falls below 2.00 or whose SOWK GPA falls below 2.50 will
- Students may also be placed on probation for not making progress toward degree completion. Any student whose cumulative GPA is 2.00 or better but who fails to show timely progression toward completion of their degree requirements may, at the discretion of the dean, be placed on probation. In such cases, the dean may require a contract defining the terms under which the student can remove themselves from probation.

Continued Probation

Any student on university probation (GPA below 2.00) and who achieves a term GPA of at least 2.33 during the probationary semester, while not yet achieving a cumulative GPA will be continued on university probation.

Students on SOWK probation (SOWK GPA below 2.50), must achieve a Term SOWK GPA of 2.50 or better at the end of the first probationary semester or they will be dismissed from the program and the School of Social Work. Any student who achieves a Term SOWK GPA of 2.50 or better at the end of their initial probationary semester, while not yet achieving a Cumulative SOWK GPA of 2.50 will be continued on probation for one more semester. A student will be allowed this one additional semester to return to good standing, defined as achieving a Cumulative SOWK GPA of 2.50 or better.

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, or if their behaviors in class or during their internship do not meet ethical and professional standards. Students have the right to appeal and can do so following the [process established by the university](#).

Dismissal for Insufficient Academic Performance

Any student who fails to achieve a term GPA of at least 2.33 for a probationary semester (unless they restore their cumulative GPA to a minimum of 2.00 at the end of that semester) will be dismissed for insufficient academic performance.

Academic Suspension

University suspension involves the temporary removal of the student from the University for a specified period of time with the understanding the student may be allowed to return to the University at the completion of the suspension period after having satisfied any accompanying conditions. The Academic Dean's office may consider suspension as an elevated sanction.

Suspension from the University further entails being withdrawn from all enrolled courses (resulting in "W" grades) restriction from visiting the University premises except when engaged in official business approved by the Office of the Provost. Visiting the University premises without gaining approval may result in arrest. Students suspended from the University remain responsible for tuition and fees. Students suspended from the University also must forfeit their Loyola ID (Campus Card) and turn it in to Campus Safety. University suspension may also include any other disciplinary action that is judged to be of value to the student.

Persons notified of a student's suspension may include parent/guardian, The Office of the Provost, the Office of Registration and Records, the Bursar, the Office of the Dean of Students and their designees, Campus Safety, or other appropriate personnel at the discretion of the Office of the Provost. Suspended students may not study abroad or travel with the University and may not be approved to study abroad until 90 days after their suspension period has ended. University suspension is typically assigned for a minimum of the rest of the semester and may last any number of years.

When a suspension is over and the student has completed any conditions accompanying the suspension, the student must contact their academic dean's office requesting reinstatement and providing documentation demonstrating that the student has satisfied the terms of the suspension (if applicable). The academic dean's office may require a meeting with the student before permitting reenrollment. The student may reenroll at the University only after the academic dean's office has made an affirmative decision, notified the student, and released the registration hold on the student's University account. If the suspension is for a period of one fall or spring semester, the student will return under the same catalog requirements that were in place for their declared majors/minors at the time of suspension. If the suspension is for a period longer than one fall or spring semester, the student will need to reapply to the university through the appropriate admission's office.

Students retain the right to appeal the determination outlined above using the appeal process described below.

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

1. Unsupported conclusion
2. Procedural error impacting fairness
3. New, significant information
4. Disproportionate sanction

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

Student Professional Practice Policy (SPP)

Students in Loyola University Chicago's School of Social Work (SSW) are expected to uphold both the university's Community Standards and the BSW 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 students in training.

BSW 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 BSW 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. As discussed earlier in this handbook, 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 BSW 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 in expected of all students.
- **School of Social Work’s Professional Practice Standards**: Specific expectations within the BSW program.

Professional Behaviors & Expectations

Students are expected to adhere to the guiding policies listed above. These principles reflect the core values of the social work profession: service, integrity, respect, competence, and social justice. Adhering to these principles ensures students develop into trustworthy, ethical, and compassionate practitioners.

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**.
(Aligned with NASW 5.01 Integrity of the Profession)

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 BSW 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 by those students.

Faculty and Staff may consult with the BSW Program 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 BSW Program Director then convenes a meeting with the involved faculty and staff and proceeds to notify the student and their advisor.

Referral Process

Within five business days, the BSW Program 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. Based on the undergraduate standards and regulations, the role of an advisor is to provide a comforting presence for the student and/or instructor. An advisor may only speak to the advisee. An advisor may not ask questions, interject, advocate for, or otherwise speak on behalf of the advisee. Even if an advisor is an attorney, the advisor may not function as legal counsel or “represent” an advisee during the hearing process.

The BSW 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 of involved faculty and staff meet in a 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: sus

- a. Continue in program with no conditions
- b. Warning or reprimand
- c. Continue in 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 BSW program
 - v. Dismissal

Meeting minutes are documented and reviewed by the committee. The BSW 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 decision. The Dean's review is limited to:

1. Unsupported conclusion
2. Procedural error impacting fairness
3. New, significant information
4. Disproportionate sanction

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

Confidentiality & Safety

The BSW 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 BSW 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.

Non-Academic Dismissal and Professional Behavior

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

Academic Integrity

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

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

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

These guidelines include the use of generative Artificial Intelligence (AI) tools (e.g., ChatGPT, Bing, etc.). Using AI tools for academic work is prohibited unless explicitly stated by the professor. AI tools that provide spelling or grammatical assistance are not prohibited.

Ethical writers explicitly acknowledge sources in accordance with the contexts and genres of their writing. A student who attempts to identify and credit his or her source but misuses a specific citation

format or incorrectly uses quotation marks or other forms of identifying material taken from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately. (Defining and Avoiding Plagiarism: The WPA Statement on Best Practices, retrieved from <http://wpacouncil.org/files/wpa-plagiarism-statement.pdf>).

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

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

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

Students are encouraged to utilize the Writing Center as well as the American Psychological Association Publication Guide to ensure that all work is cited appropriately. The SSW uses the APA format for all courses and expects students to 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 and may also risk receipt of a failing grade for the class, resulting in dismissal from the BSW program.

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

Professional Ethics in the Classroom and Internship

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

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

Integrity as a social work student includes:

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

In addition, social workers do not:

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

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

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

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

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

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

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

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

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

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

Title IX Disclosure and Rights

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

The Title IX Coordinator for Loyola University Chicago is the Executive Director for Equity & Compliance in the [Office for Equity & Compliance](#). Any person may report sex discrimination, including sexual harassment, by using the [online reporting form](#) (powered by Maxient™), or in person, by mail, by telephone, or by email, using the contact information listed through the [Office for Equity & Compliance](#).

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

Appeal Procedures

Appeal Request for a Change in of Academic Record or Status

A student's **Request for Change to Academic Record or Status** (e.g., withdrawal date, emergency withdrawal, leave of absence) must be submitted to describe mitigating circumstances as to why the academic record or status should be changed. Requests made via this form have various deadlines depending on the type of request. Check the [University Standards and Regulations](#) under the Withdrawal, Withdrawal from the University (emergency withdrawal), and Leave of Absence sections for the specific request.

Appeal of Final Grade for courses outside of Social Work

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

The student's first step in the event of a grade dispute is to confer directly with the instructor. If the grade dispute is not resolved, a student must submit a formal request using the [Academic Appeal Form: Course Grade Dispute](#) for a grade change no later than 30 days into the following semester explaining in detail why the grade is arbitrary and capricious. This form is the only approved process to submit such a request.

If the final grade is assigned in spring or summer semester, the student must submit the appeal no later than 30 days into the fall semester.

If the final grade is assigned in fall or J-term, the student must submit the appeal no later than 30 days into the spring semester.

To provide a forum for the fair resolution of academic disputes involving individual student complaints of the appropriateness of course grades and accusations of academic dishonesty, follow the [university process](#). The instructions to appeal are listed under Academic Appeals and the Academic Appeals process has information about the grade dispute and hearing process.

Grade Grievance Policy for Social Work courses

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

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

Regarding evaluation of students, the academic appeal procedure applies only to those cases in which the evaluation of the student is alleged to be inconsistent with the grading 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:

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

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

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 BSW 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. Regarding BSW students, follow the appeal process using [Course Grade Dispute Form](#).
4. The BSW Program Director Programs will carefully review the student's grade appeal materials and documentation. To gather relevant information, the Assistant Dean will consult with the

instructor who assigned the student's final grade. The Assistant Dean 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:

Uphold the students' final grade if no computational error occurred and the grade was assigned in a fair and consistent manner; or

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 BSW 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.

Dismissal from the Major Appeal

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

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

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

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

Withdrawal from the University

An enrolled student who wishes to completely withdraw from the university during any term must notify their academic advisor, academic program director, or assistant/associate dean of their college/school of their intent. The student must complete the [Request for Change to Academic Record or Status](#) form. The form will be routed to the student's academic advisor, program director, or assistant/associate dean. A student is considered to be in attendance until such notice has been received by the academic advisor, program director, or assistant/associate dean and appropriate steps have been taken to completely withdraw a student from a term. The last date of class activity is the date utilized for both the "W" or "WE" grade and The Office of the Bursar's [withdrawal refund calendar](#).

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

Emergency Withdrawal from the University

Students facing a significant emergency circumstance (that prevents them from continuing in or completing an academic term) may submit a [Request for Change to Academic Record or Status](#) form. 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 for more information.

Procedure for Readmission

Students in good academic and disciplinary standing who have been absent from Loyola University Chicago for not more than one semester may be readmitted with no change in degree requirements, provided they have not attended another college or university during their absence from Loyola. Applicants for readmission should contact the School of Social Work's Academic Advising Office for directions regarding registration. However, if a student wishes to enter another division of the university, the application for readmission must be filed, and the student will be held to the degree and curriculum requirements in force at the time of entrance to the division.

Applicants for readmission who have attended other schools during their absence from Loyola must submit official transcripts of their work from each institution to the Undergraduate Admission Office before their applications can be considered. The application for readmission will be judged according to the admission regulations of each college.

Applicants for readmission to full-time divisions who have been dismissed from Loyola for insufficient

academic performance may apply for readmission after one year of absence.

Applicants for readmission who have been dismissed from Loyola for disciplinary reasons must have their applications for readmission reviewed by Loyola's Office of the Dean of Students. If the Office of the Dean of Students approves readmission, the application will be reviewed according to the regulations stated above. Notification of readmission is usually mailed about four to five weeks after the admission office receives all necessary transcripts.

Graduation

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

Students must have a minimum of 2.50 GPA in required Social Work courses.

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

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

Required Hours in Residence Needed for Graduation

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

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

University Support Services for Students

Writing Center

Students are expected to demonstrate good writing skills both in school and internship settings. They are also expected to demonstrate a working knowledge of APA format. The ability to express oneself clearly and concisely in written form is considered by Loyola to be an essential attribute because social workers are continually called upon to prepare written case summaries, psychosocial

assessments, and other documents that convey information about clients. The School of Social Work does not expect students to write for publication. However, a high level of proficiency is expected and will serve students well in future career endeavors. Students who would like assistance in improving their writing skills are encouraged to utilize the [Loyola Writing Center](#).

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

University Libraries

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

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

The Loyola library system has an online catalog that provides more flexible access to books and periodical titles and to other materials held by the library. The catalog also includes links to other electronic resources, such as online journals and databases. For more information, please visit the [Loyola University Libraries](#) web page.

Students can also access the library catalog online. [Contact the library](#) or ask at a reference desk for more information on accessing the catalog off campus. Reference librarians are available to help students use all library resources.

Health Insurance and Student Wellness Center

Loyola University Chicago's Board of Trustees requires undergraduate students enrolled for 12 or more credit hours at the start of the fall semester have individual healthcare insurance. Students that meet the enrollment criteria will be enrolled automatically in Loyola's healthcare plan for students and will be billed accordingly unless they submit a waiver before the deadline date.

Students must actively attend classes for at least the first 45 days after the date for which coverage is purchased.

For more information about Loyola's Student Health Insurance Plan (SHIP) and to obtain the waiver, please refer to the [Office of the Bursar Health Insurance](#) page.

Shuttle Bus and Ventra U-Pass

- The University provides shuttle bus services between the two lakeside campuses. Shuttle buses run at approximately 20-30 minutes intervals, Monday through Friday, 7 a.m. - 12:10 a.m.

CTA Ventra U-Pass offers all full-time undergraduate and graduate students enrolled in the School of Social Work unlimited use of CTA buses and trains during the fall and spring semesters.

Distribution: The Ventra U-Pass is distributed two weeks before classes begin. Students should check [Loyola's Upass Webpage](#) for specific dates and times.

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