

**Loyola University Chicago
School of Social Work**

B.S.W. and M.S.W. Student Handbook

In revision, summer 2006

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I. The School of Social Work

The School of Social Work at Loyola University Chicago was established in 1914 and offers a program leading to the degree of Master of Social Work. The last reaffirmation of accreditation of the Graduate Program by the Council of Social Work Education was in 1999. 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 eight other colleges of Loyola (Arts and Sciences, Education, Nursing, Business, Law, Medicine, Graduate School, and School of Professional Studies). It participates in the various service and administrative resources of the University and is dependent upon the University for Financial Support. The School of Social Work has autonomy for its internal operation; it has its own Dean; it controls its admission procedures in collaboration with graduate Professional Enrollment Management (GPEM); it has jurisdiction over its curriculum; and it maintains student files.

II. Mission of the School of Social Work

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

The Jesuit and University mission informs and underpins the mission of the School of Social Work, and it complements the mission of the social work profession well. Within the University, the mission of the School of Social Work is to prepare students for service to others and leadership as professional social workers and as scholars of social work practice. Loyola University School of Social Work has a long and proud tradition of

educating students to for practice excellence. The University and the School of Social Work view this tradition as promoting the ideals of the Jesuit order and of the social work profession, both of which strive for the creation of a just society that cares for all people.

The School of Social Work is increasingly global in scope, and is dynamic and diverse. Consequently its mission is to educate students to understand the diversity of communities, to advocate for disenfranchised populations, and to respond to human needs, social justice and human rights issues with dedication, depth of knowledge, and ethically sound practice skills in order to fulfill the profession's goals of a just society for all. Loyola University Chicago School of Social Work is committed to removing all forms of discrimination and prejudice, including socioeconomic variances, differences in sexual and gender orientation, physical, cognitive and emotional challenges, as well as those based upon age, race, ethnicity, gender, religion and culture. This concept of diversity recognizes that discrimination, prejudice and other forms of injustice negatively affect human development, and that social workers must understand those forces and implement interventions to empower people to eradicate them

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

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

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

III. BSW Program Goals

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

and organizations. In consideration of these principles, the following are the goals of the BSW program:

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

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

IV. BSW Curriculum

Coherent and Integrated Whole

The classroom and field work elements of the School of Social Work at Loyola University Chicago have been developed to prepare students for beginning level professional practice as BSW social workers as well as for graduate study. The curriculum is designed and organized to enable students for beginning level professional generalist practice with systems of all sizes, by operationalizing the goals and objectives of the School of Social Work. In addition, the curriculum reflects the mission of Loyola University Chicago and is consistent with the Educational Policy and Accreditation Standards of the Council on Social Work Education.

Building on the liberal arts foundation, the BSW Social Work curriculum integrates content on professional values and ethics, diversity, social and economic justice, and populations at risk. The professional foundation areas are: human behavior and the social environment, social welfare policy and services, research, social work practice, and field work education. The bachelor's level social work curriculum is comprised of eleven required social work courses for the major and six required related courses. One volunteer experience and two field work experiences are included in the eleven courses for the major.

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

The curriculum is in harmony with the mission of Loyola University Chicago and consistent with the Educational Policy and Accreditation Standards of the Council on Social Work Education. The curriculum emphasizes integrity which is reflected in the linkage of mission, goals, and objectives and their implementation within the curriculum. Other components of the program such as advisement, student organization activities, and faculty expertise and experience contribute further to the soundness of the curriculum. As of January 1, 2005 the BSW Program moved from the University's College of Arts and Sciences to the School of Social Work. This has enabled the BSW Program to fit more cohesively into social work education and the students to be more fully integrated into the School of Social Work's curricular and student activities.

Liberal Arts Perspective

At a Jesuit-Catholic University like Loyola University Chicago, the Core Curriculum is at the heart of the institution's educational mission. The goal of a Loyola education is "preparing people to lead extraordinary lives." The Core is periodically revised and was done so recently and requirements for the new Core began in 2005. The Core Curriculum's new focus on learning outcomes more effectively targets what students should know and be able to do when they complete their degrees.

The baccalaureate curriculum at Loyola University Chicago provides a solid liberal arts education for all undergraduate students. All undergraduate students at the University are required to complete the Core Curriculum for graduation. The curriculum content of the School of Social Work is in harmony with the values and ethics of the social work profession and is concerned about providing students with the knowledge, values, and skills to understand people and their social environments. Entry level social work practitioners must possess a broad range of skills to assess client problems and strengths as well as to influence environments to make them more responsive to human need. Social work practitioners must use their knowledge, values, and skills to work with different populations, group sizes, and social problems.

Core Curriculum courses are expected to reinforce the development of skills critical to personal and professional success in today’s complex, global society. The University Core Curriculum includes 15 required courses spread across 10 knowledge areas. This curriculum expands the horizons of students’ understanding of themselves and the world through a breadth of learning in the liberal arts and sciences. Courses in the Core Curriculum also reinforce the development of skills and integrate the understanding of values.

	Required Core Courses	Credit Hours
College Writing Seminar	1	3
Artistic Knowledge and Experience	1	3
Historical Knowledge	2	6
Literary Knowledge and Experience	2	6
Quantitative Analysis	1	3
Scientific Literacy	2	6
Societal and Cultural Knowledge	2	6
Philosophical Knowledge *	2	6
Theological & Religious Studies Knowledge *	2	6
Ethics - * 1 course required among either the Philosophical Knowledge or Theological & Religious Studies Knowledge Areas		

Additionally, a “Values Across the Curriculum” requirement integrates the values of a Loyola education into a student's undergraduate studies. The values course-requirements can be completed through the core, the major, the minor, or electives, and may include co-curricular experiences that are assigned academic credit.

Specific Core Requirements for Social Work Major

For each college or school at the university, there may be specific requirements related to the Core Curriculum. The BSW Program worked with the Core Curriculum Planning Committee to select curriculum that would specifically benefit social work students. Listed below are specific requirements for the undergraduate social work program. For example, in terms of quantitative literacy students can fulfill this requirement by taking a statistics course in the Mathematics department, Criminal Justice Statistics, PSYC 304-Statistics, or SOCL 301-Statistics for Social Research.

For Scientific Literacy students are required to take PSYC 101-General Psychology, NTSC 103-Life and Inquiry, or NTSC 104-Evolution and Genetics, or NTSC 109-Human Reproduction. For Societal and Cultural Understanding students are required to take PLSC 101-American Politics or SOCL 101-The Sociological Perspective: An Introduction. Students in the Social Work major are also required to take two writing intensive courses, one in the Core Curriculum and one in the major (SOWK 305-Human Behavior and the Social Environment).

Social Work Major

As the students become more involved with their social work education, they utilize the skills and competencies that were taught in the Core Curriculum. Also, the social work major maintains the continuity of the liberal arts perspective. For example in either the freshman or sophomore year students take SOWK 200-Introduction to Social Work and SOWK 201-Social Welfare Policy & Services I which builds upon sociology content and theory by studying contemporary social problems and societal responses. Emphasis in these courses looks at major social problems including poverty, discrimination, racism, and the experiences of minority groups, both nationally and internationally. The social work response both in addressing private troubles and public issues is examined along with major federal programs which have been designed to alleviate suffering. Emphasis is placed upon the social worker and the profession in working towards social and economic justice.

In SOWK 307-Social Welfare Policy & Services II which is taken concurrently with field work, students look at the agency and community as the context for social change and build upon their sociology coursework, historical forces which shape the community, and agencies as complex organizations.

In SOWK 305-Human Behavior in the Social Environment and SOWK 370-Cultural Diversity, students learn about the complexity of human behavior from biological, psychological, social, and spiritual viewpoints. Social science coursework and its scientific are examined along with value perspectives on what is good and what is true from theology and philosophy are also included in the curriculum. The Human Behavior in the Social Environment sequences provides students with the necessary knowledge and values to understand human behavior at the individual, familial, group, organizational, community, and institutional levels.

SOWK 370-Cultural Diversity examines the nature, economic, social, institutional, and political forces which have shaped the experiences and life chances of persons within African, Asian, Mexican, Puerto-Rican, and Native American cultures. The course examines the relevance of diversity to social work values and interventions. The concept and social and economic justice in relation to diversity is explored. This course builds upon coursework in the liberal arts which examines diversity in human life and how societies have arranged themselves to cope with this diversity for good or for evil. The role of the social work profession in working for a more justice and humane society is examined.

SOWK 390-Introduction to Research Methods is designed to promote the development of a scientific stance and to enable students to acquire a basic knowledge of social research methods and a beginning competency in using these methods as tools of generalist practice. The values and ethics of the research enterprise are also examined in light of the Code of Ethics. This course draws upon learning theory from psychology, the philosophy requirement that focuses on identifying what is true and good. Liberal arts courses in quantitative literacy inform this course in terms of helping students to develop their research question and planning useful research projects for practice evaluation.

The BSW program offers two practice courses SOWK 301-Social Work Methods I and SOWK 302-Social Work Methods II. These courses stress effective verbal and written communication and build upon the College Writing Seminar course which is required of all undergraduate students at Loyola. These courses analyze key concepts, skills, and activities upon which generalist practice methodology is organized. Development of students' competence in relationship skills, assessment principles, and intervention activities and goals is emphasized. These courses also draw upon the liberal arts respect for the individual and his or her place in society. Methods and strategies for developing a more just society from a social work perspective draw upon liberal arts coursework from theological and religious studies, ethics, and societal and cultural understanding-key elements of University Core Requirements.

In SOWK 330 and 340 Field Work Courses, provide a structured practice experience in a social agency setting where what has been learned in the liberal arts and social work coursework can be utilized and integrated with beginning practice skills. Students have the opportunity in these courses to provide assistance to individuals, families, groups, organizations, and communities and to work towards social and economic justice. SOWK 350-Integrative Practice Seminar is taken concurrently with SOWK 340 and is the capstone course in the BSW program. This senior-level course provides an opportunity to assess and deepen integration of what has been learned in the liberal arts and social work courses. Objectives are to strengthen professional identification and to facilitate the transfer from social work education to professional practice or graduate studies.

V. MSW Program Goals

The MSW program goals are overarching conceptualizations of the ideals towards which the faculty strive in educating students. They are derived from the mission of the Jesuit order, the University mission, and the goals of the social work profession, and of the School of Social Work. The MSW program goals are reflected in the objectives, which in turn are implemented in specific courses. The accomplishment of the MSW program objectives is measured via course assignments and the curriculum outcome study design that is described below. The program goals cover both the foundation and advanced curriculum. The School of Social Work's curriculum currently is organized around five Sequences:

1. Practice Methods
2. Social Welfare Policy

3. Social Work Research
4. Human Behavior in the Social Environment
5. Field Work

To foster coherence and consistency in the curriculum, the five sequences have defined objectives which derive from the MSW program goals and objectives, and these sequence objectives are then reflected directly in the courses taught within each sequence. To foster student integration of content across curricular areas, courses within a given sequence draw from content from other sequences, to some degree in the foundation curriculum, and, to a greater degree, fostering a cumulative process of mastery and integration in the advanced curriculum.

The primary purpose of the MSW program is to prepare students for advanced practice of social work. The program has a single concentration in advanced practice. There are two domains of practice within this concentration: Clinical Social Work (CSW) and Leadership and Development in the Social Services (mezzo/macro practice). The aim of the MSW program is to prepare students to become leaders within their respective areas of practice and in the community. The program expects its graduates to refine and advance the quality of their practice while also striving to improve the quality of social services in general. The MSW program prepares our graduates to go beyond minimum standards of practice and to strive for excellence in the services that they render. It fosters personal and professional development of our students in order to make a mark that enhances individual integrity and promotes social justice, human rights and social welfare. In so doing, the MSW program prepares its students to contribute to the realization of the goal of a just society.

Social work education at the MSW level is characterized by the biopsychosocial point of view. Both the Clinical Social Work (CSW) and the Leadership and Development in the Social Services (LDSS) domains in the advanced practice concentration emphasize the development of high quality practice skills in service to others. Both domains stress the complex interconnectedness of people and social systems, the uniqueness of all individuals, and a rigorous evaluation of biosychosocial issues. Students are expected to develop a thoughtful approach to practice that is based upon these considerations.

The Loyola concept of clinical practice places particular emphasis on the development of students' abilities to intervene with diverse individuals, families and small group systems. It includes assuming roles as counselors, therapists, case advocates, mediators, among others. Clinical practice at Loyola also emphasizes interventions with organizational and community systems on behalf of persons, families and small groups, with the aims of maintaining and enhancing their quality of life. Preparation for clinical practice also includes the development of knowledge and skills in the areas of individual, family, and group interventions, case assessment, psychopathology, typical and atypical development, socio-economic and cultural influences on behavior, case advocacy, the assessment of community needs, social action, and participation in the development, implementation, and evaluation of clinically effective programs and services. Skills and knowledge in mezzo and macro practice are important in the preparation of clinical social

workers. This material is taught to CSW students to support clinical intervention with individuals, families and small groups.

The Leadership and Development in the Social Services domain emphasizes the promotion of knowledge and skills in supervisory, managerial, and/or administrative practice within a variety of agencies and organizational settings. The LDSS domain thus strives to foster an integrated understanding of biopsychosocial factors that influence human behavior on a variety of system levels, the development of a framework to understand human and community needs, a critical appreciation of services designed to meet those needs, and the development of practice skills with individuals, small and large groups, organizations, and communities in order to improve human and social welfare in diverse communities. While the emphasis in this domain of practice is on mezzo and macro practice, LDSS students also have knowledge and skills in areas of direct practice, since the faculty believes that preparation in this area is essential for social work administrators, planners and supervisors.

Accordingly, the goals of the MSW program are to prepare students:

1. To prepare students for advanced clinical or mezzo/macro-level practice.
2. To prepare students to be appropriately licensed master's level practitioners who are active members in the social work profession, and who identify with the profession's goals, values and codes of ethics.
3. To be leaders and advocates in promoting social and economic justice, respecting diversity, and for meeting human biopsychosocial needs.
4. To appreciate the complexity of human and social behavior and to develop the requisite skills in the critical and ethical analysis of social and behavioral science knowledge, its application to social work practice, and in the delivery of social services.
5. To contribute to advancing and disseminating social work knowledge.

VI. MSW Program Overview

Since its inception in 1914, the MSW program has been inextricably linked to preparing its students for the practice of social work. It has distinguished itself over its long history in providing an excellent foundation for clinical social work practice. The MSW program has developed a solid clinical focus that has always placed itself at the heart of the profession. The focus on direct practice flows directly from its Jesuit roots, from the University and School of Social Work missions and from the mission of the social work profession. Until recently, the MSW program had a single concentration in clinical social work (CSW). In keeping with its tradition of education for service to others, the School of Social Work has broadened its concentration to focus on advanced practice and implemented a second domain of practice in mezzo/macro practice in the fall of 2005: Leadership and Development in the Social Services (LDSS). The School broadened the focus of the MSW program to meet the needs of the community for highly trained professionals with in-depth knowledge of the social services that they would plan and administer. The school views the LDSS domain of practice as a natural evolution of its tradition since its graduates will be educated in a model that squarely places them within

the social work profession, acquaints them with direct social work practice and emphasizes the development of excellent mezzo/macro practice skills.

The MSW program has expanded and is now situated in two locations: downtown Chicago and Kenosha, Wisconsin. It is also increasing its course offerings at the university's campus in Rome, Italy. In addition, the MSW program also offers several dual degrees in social work and law, divinity, women's studies, and child development. Throughout its development, the MSW program has focused on practice excellence that is founded upon solid ethical and professional principles.

MSW Foundation and Advanced Curricula

The foundation content taught in the MSW program is premised on a generalist perspective of social work practice. This perspective includes: a.) the values and ethics commonly held by the social work profession; b.) the use of the person-in-situation framework for understanding factors on micro, mezzo and macro levels that enhance and/or impede growth; c.) the importance of a biopsychosocial orientation in assessing and intervening with various client systems and their environments. Generalist content is evident in the foundation courses across the curriculum. Integration of generalist content throughout the sequences provide students with opportunities to develop the capacities to conceptualize, intervene, and evaluate the effectiveness of interventions at the micro, mezzo, and macro levels.

The focus of the Loyola MSW program is to prepare students to become practicing social workers in their domains of practice. Generalist content, therefore, is taught in the foundation courses from a practice perspective and prepares MSW students for study during their concentration (second) year. That is to say, that while the academic and intellectual substance of the material is quite deep, the focus is always on the critical application of this knowledge to social work practice. The curriculum of the MSW program is thus designed to prepare students to have the knowledge and skills necessary for them to effectively intervene with and on behalf of the client systems that they serve. Within the process of acquiring knowledge, values and skills related to generalist practice, students begin to learn the significance of this content as it is applied in the context of their chosen domain of practice (i.e. CSW or LDSS).

The advanced curriculum at Loyola is organized in one Advanced Practice Concentration comprising two domains of practice: Clinical Social Work (CSW) or Leadership and Development in the Social Services (LDSS). The concentration represents an organization of advanced curriculum content in order to deepen knowledge, values and skills in a particular domain of social work practice. The concentration utilizes the foundation curriculum as the basis for teaching advanced content.

Social workers develop advanced skills to help client systems of various sizes and types to influence their transactions with other systems. Social workers also use their skills to for the good of the client systems and for society at large. The foci on clinical or mezzo/macro (LDSS) practice are by no means mutually exclusive and have some areas of overlap. Therefore, all Loyola students have knowledge and skill in both forms of

practice, although the extent and depth of their knowledge and skill in one or another area of practice will vary according to the domain of practice that they elect.

It is expected that at the advanced level students will demonstrate growing competence in addressing problems and situations of increased complexity; that they will master content of greater depth and scope in terms of knowledge, values and skills, as well as develop a deepened awareness of responsible and ethical practice. Such advanced performance is demonstrated through increased awareness and understanding of the multiplicity of functioning, the ability to intervene at multiple levels of person-situation interaction, and a deepened appreciation of the social, political and economic factors that influence social functioning, social policies, social institutions and affect social work practice. It also reflects an increasing competence in working with diverse populations and in understanding and promoting social justice. This requires, in turn, an enhanced ability to integrate content from each curriculum area in ways that are directly relevant to each student's practice concentration.

The Advanced Practice Concentration

The MSW program has retained a single concentration structure, although it has broadened the concentration to include two domains of practice. The faculty and administration of the School of Social Work view the term "concentration" in its denotative sense. It entails a focus and an emphasis of knowledge, values and skills. Regardless of which domain of practice a student elects, all students may enroll in courses that typically fall under the other domain. Therefore, clinical social work students may elect to take courses in administration or in philanthropy, and students electing the LDSS domain may take a course in clinical social work (i.e. crisis intervention). Each domain requires its students to take a "critical mass" of courses within its content area, but there is enough room within the overall curricular structure to permit students to register for courses out of their respective domains. As a result, the MSW program provides sufficient depth of study in students' elected domains, while it also provides the flexibility to allow MSW students to tailor the curriculum to their career and anticipated practice needs. The presence of CSW and LDSS students in all advanced practice concentration courses supports a single concentration program while it also promotes a focus in one or the other domain of practice.

The Clinical Social Work Domain

At Loyola, clinical social work practice is defined as the application of advanced practice theory, research, values, and skills to interventions involving the person and environment on behalf of individuals, families, and small groups. Clinical social work practice includes a focus on prevention, identification, and reduction of biopsychosocial problems within a person-in-environment perspective. Special attention is paid to advocacy services with clients of diverse backgrounds and needs, and in particular to disadvantaged clients. This conceptualization of clinical social work emphasizes practice with individuals, families and small groups, advocating for social and economic justice, and respecting all forms of human diversity. As part of the social work profession's commitment to advocacy, clinical social workers engage in processes of community change to benefit disenfranchised, disadvantaged and oppressed populations.

A pivotal commitment to understanding and promoting social and economic justice and social change is a foundation to clinical social work practice. Essential clinical practice skills include biopsychosocial assessment and diagnosis, treatment, education, assessment of program and community needs, critical evaluations of interventions, and participation in the development and promotion of clinically sound programs and policies. Research is used as a vehicle for critically evaluating and developing theories and modalities for clinical social work practice, as well as for critically evaluating one's own practice.

The CSW domain of practice utilizes a variety of theoretical frameworks. Students are exposed to differing approaches in an atmosphere of academic respect for theoretical diversity. Instructors present approaches to practice, compare and contrast methods of intervention, but are careful to respect the viewpoints of their colleagues and of their students. The goal is to help students make sophisticated, informed choices about their practice, and to be able to function in a complex, fluid practice environment. The theoretical viewpoints taught include a spectrum of psychodynamic theories, family system theories, cognitive/behavioral and integrative theories. Each is presented in a manner to encourage its critical exploration and application. Students are generally discouraged from declaring an allegiance to one approach or another. Rather, they are helped to examine the relative strengths and weaknesses in each, to appraise how each defines the problems, and to apply them according to client need.

Within the CSW domain, students are required to elect one of four specializations: Health Care, Mental Health, Families and Children, and School Social Work. These specializations comprise courses that further focus students' studies in an area that pertain to clinical practice within students' second year field internship. Assignments in the research (SOWK 606) and advanced policy classes further integrate students' areas of focus.

The particular areas of focus for advanced clinical social work practice may be generally, although not exclusively, defined by field of practice, that serve populations in need of growth, support, and assistance in coping with stressful and changing situations within an organizational and policy context designed to serve those populations. Students also learn to advocate for clients and influence the environment to help client systems engage and utilize resources and services. Clinical social workers influence these environments to facilitate client growth. The four specializations, from which CSW students select one, are not mutually exclusive in terms of the knowledge, values and skills taught and have some areas of overlap with regard to actual practice. These specializations comprise:

The Health Care Specialization: Definitions of health vary, but most are built upon the World Health Organization's definition of health as a state of complete physical, mental and social well-being. In advanced clinical practice, social workers provide interventions on the intrapsychic, interpersonal and environmental levels to help client systems to maintain, achieve, or regain their health. Advanced clinical practice in the health specialization builds on mastery of concepts of human development, and knowledge of mental illness, psychosocial aspects of physical illness, developmental disabilities, and substance abuse.

The Mental Health Specialization: This specialization addresses the needs of persons of all ages who are coping with stressful situations related to mental illness or disabilities. It also focuses upon the support systems that are significant for those persons. There is a particular focus on mental health services that provide resources and support in these areas of biopsychosocial client needs. As with the specialization in health care, advanced clinical practice in the mental health area builds on mastery of concepts of human development, and knowledge of mental illness, psychosocial aspects of physical illness, developmental disabilities, and substance abuse.

The Families and Children Specialization: This specialization prepares students for advanced practice with children and families coping with developmental needs at different ages of the life cycle. It focuses upon practice in institutional domains that serve children and families, such as child welfare, schools, and community services. Advanced practice in the child domain reflects mastery of central concepts of child development, direct social work treatment of children, knowledge of law and policy related to children's issues, research capability and knowledge pertaining to children and children's services, models of service delivery, and knowledge of macro practice roles in child and family oriented settings.

The School Social Work Specialization: This specialization prepares students to practice as social workers in public schools. The school social work specialization prepares its students to provide an array of school based social services to primary and secondary school students and their families via multiple practice modalities. In addition, students who elect the school social work specialization develop expertise in performing a variety of diverse expanded roles (e.g. consultation to teachers and school administrators, participating on multi-disciplinary teams, coordinating various services within and outside the school system, and administering school social work programs). Through specialized course work and the field placement in a school, interns are eligible to apply for the Illinois Type 73 Certificate as a school social worker.

Leadership and Development in Social Services Domain

The Leadership and Development in Social Services (LDSS) domain prepares students to perform supervisory, managerial, and/or administrative practice within a variety of agency/organizational* settings. (Agencies and organizations will be used interchangeably.)

Increasingly social workers are called upon to assume leadership and development roles and responsibilities for personnel development, program management, and agency/organizational administration. These roles and responsibilities can be lodged in supervisory, managerial and administrative positions.

Whether rooted in a generalist or clinical model of professional education, when promoted to leadership levels social workers must have the requisite knowledge, skills, and values to perform tasks and responsibilities including but not limited to the following: guide and support the work of others, assist the professional development of others, facilitate program development, manage people, programs, processes (political

and non-political), services, administer agencies/organizations, engage in financial planning, develop, implement, monitor and evaluate budgets, work with advisory and/or policy boards, support evaluation and research endeavors to assess effective and efficiency, and perform development activities, e.g., formerly known as fund-raising and grant writing. Social work supervisors, program managers, and administrators must also know how to work with diverse and multicultural personnel and clients as well as ensure quality services to all clients including vulnerable, oppressed, and disenfranchised populations.

The advanced practice domain of leadership and development in social services is critical to enabling social work as a profession to maintain control/mastery in the operation of social/human services agencies and organizations. This innovative M.S.W. program offers an interdisciplinary approach by integrating coursework across traditional social work fields of practice with courses from other disciplines (e.g. Law, Business, and Education).

Specialization in Philanthropy and Nonprofit Sector Program

Students who enroll in the LDSS domain may elect the specialization in Philanthropy. The specialization in philanthropy prepares students to function in non-profit organization and to serve as fund raisers, program administrators and grant officers.

Beginning with the 2005 spring semester, the Philanthropy and Nonprofit Sector Program officially became part of the School of Social Work (SSW) where it offers a three course sequence leading to the *Certificate of Advanced Study in Philanthropy*. Students who enroll in the LDSS domain of practice may elect this specialization. While this specialization is housed within the LDSS domain, clinical social work students have enough room in the curriculum to complete this specialization if they elect to do it. This specialization prepares students to function in non-profit organizations and foundations.

The Philanthropy and Nonprofit Sector Program began in 1998 as a program within the Graduate School, housed at the Center for Urban Research and Learning (CURL). This arrangement allowed the program to successfully develop its academic curriculum as well as conduct research on philanthropy, sponsor educational forums, provide training to community organizations, and serve both working professionals and graduate students in various disciplines. The move to Social Work was designed to build on this success, and to prepare students to meet future needs and opportunities in the field.

Graduates from the philanthropy program consistently report positive changes in their career options as a result of their participation in the program. Program graduates have secured positions as grant administrators in foundations and grant makers in programs, as administrators and development personnel in nonprofit organizations, and in various other types of positions in the public and private sector.

Students who earn Master's Degrees in Social Work through the School of Social Work's Leadership and Development in Social Services domain of practice will be prepared to assume jobs in a variety of settings including positions in nonprofit human and community service organizations, organizations that depend on philanthropic

contributions to support their operations. Clinical social work students who earn the certificate will be prepared to assume responsibilities in agencies where skills in clinical practice and in grant writing are necessary. Therefore, having an understanding of how philanthropic resources are distributed to nonprofit organizations will increase the effectiveness of social programs and will strengthen an organization's ability to secure future grant funds. This expertise will also help MSW graduates to effectively participate in the delivery of funding resources, resources that ultimately affect policy, research and practice in the field.

The Place of Liberal Arts in the Curriculum

BSW Liberal Arts Statement

At a Jesuit-Catholic University like Loyola University Chicago, the Core Curriculum is at the heart of the institution's educational mission. The goal of a Loyola education is "preparing people to lead extraordinary lives." The Core is periodically revised and was done so recently and requirements for the new Core began in 2005. The Core Curriculum's new focus on learning outcomes more effectively targets what students should know and be able to do when they complete their degrees.

The baccalaureate curriculum at Loyola University Chicago provides a solid liberal arts education for all undergraduate students. All undergraduate students at the University are required to complete the Core Curriculum for graduation. The curriculum content of the School of Social Work is in harmony with the values and ethics of the social work profession and is concerned about providing students with the knowledge, values, and skills to understand people and their social environments. Entry level social work practitioners must possess a broad range of skills to assess client problems and strengths as well as to influence environments to make them more responsive to human need. Social work practitioners must use their knowledge, values, and skills to work with different populations, group sizes, and social problems.

Core Curriculum courses are expected to reinforce the development of skills critical to personal and professional success in today's complex, global society. The University Core Curriculum includes 15 required courses spread across 10 knowledge areas. This curriculum expands the horizons of students' understanding of themselves and the world through a breadth of learning in the liberal arts and sciences. Courses in the Core Curriculum also reinforce the development of skills and integrate the understanding of values.

MSW Liberal Arts Statement

The Masters curriculum in the School of Social Work, Loyola University Chicago is grounded in the liberal arts. Liberal arts, which pursue the cultural and intellectual values of literature, philosophy, history, language, social and physical sciences, as well as art and music, naturally reflect the diversity and differences among and between people. Each of these areas of study heightens the understanding of the people and society in which they were created. Recognition of this tradition forms a natural interrelationship with the curriculum in the Master's Program. The curriculum is integrated with

perspectives of liberal arts. The emphasis on multiple possibilities of understanding, contextual analysis and critical thinking all are founded on the principles of liberal arts. Each theory and practice topic is understood through its place in history, past and present, the influences in its creation, the ethnicity, language and culture of its authors, and its applicability in the context of diversity

The faculty ensures this integrative process through references to the literature, language, and ethnicity, including the history and philosophy of particular populations. Students are then expected to demonstrate critical thinking skills and appreciate the diverse ways in which human beings, their significant reference groups, and their collective cultures experience, understand and influence their worlds. Students also learn that there are approaches to analysis, assessments and problem solving that respect this diversity.

The School of Social Work's inclusive definition of social work practice reinforces this broad based understanding of multiple approaches to thinking about people, their problems, and their societies. Foundation and advanced content are directed toward progressive development of the knowledge and values of social, cultural as well as organizational contexts. Students are prepared for social work practice in a diverse and pluralistic society through an understanding of the liberal arts which influence and reflect the ways in which people live and the ways in which social workers understand them.

Values and Ethics

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

- a. Understanding of how social work is a value-based profession and the importance of a commitment to the worth and uniqueness of every person, self-determination, the pursuit of social justice and confidentiality.
- b. 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.

Diversity

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

- a. Appreciation of diverse cultural expressions and lifestyles within the U.S. and internationally, based on differences in gender, ethnicity, race, sexual orientation, religion, socioeconomic and other factors.
- b. Ability to utilize in practice an appreciation for the richness and strengths in individual and cultural diversity, an understanding of one's own social location based upon ethnicity, culture, racial, sexual orientation, socioeconomic status and

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

Populations At-Risk and Social and Economic Justice

The curriculum content on populations at-risk and social and economic justice presents theoretical and practice oriented content about the dynamics and impact of all forms of human oppression and discrimination, economic deprivation, and to develop student understanding of the dynamics and consequences of social and economic injustice. Content is provided on vulnerable groups such as people of color, women, gay and lesbian persons (and other sexual minorities), as well as groups who are distinguished by age, ethnicity, culture, class, religion, and physical or mental ability. Students are assisted in acquiring theoretical and practical skills in developing, promoting, and implementing strategies for social change.

Students will be helped to acquire and demonstrate:

- a. Awareness of practices that impede the achievement of social justice and add to risk for poor biopsychosocial and economic outcomes, including economic exploitation, social marginalization, cultural imperialism and violence.
- b. Knowledge of forms of discrimination affecting the well-being of diverse groups in society, including but not limited to, those experiencing racism, cultural and religious discrimination, gender bias, ableism, and heterosexism.
- c. Commitment to attaining social justice and serving oppressed populations through advocacy on behalf of those excluded from political and economic opportunities and enabling oppressed individuals, families and groups toward self-empowerment.

VII. MSW Curriculum

The MSW program requires 60 credit hours for completion of the MSW requirements for graduation unless students are enrolled in the Advanced Standing program (AS). The AS program requires 34 credit hours for the completion of the MSW degree requirements. Below are the program plans for the MSW.

MSW Curriculum

Required Courses: Foundation Content (29 Credits)	
<p>HBSE Content Area</p> <p>SOWK 500 Human Behavior in the Social Environment I (3 cr.)</p> <p>SOWK 501 Human Behavior in the Social Environment II (3 cr.)</p> <p>SOWK 502 Ethnicity, Race and Culture (3 cr.)</p> <p>Practice Content Area</p> <p>SOWK 503 Social Work with Individuals and Families I (3 cr.)</p> <p>SOWK 504 Social Work with Individuals and Families II (3 cr.)</p> <p>SOWK 505 Social Work with Small Groups (3cr.)</p>	<p>Research Content Area</p> <p>SOWK 506 Methods of Social Work Research (3 cr.)</p> <p>Social Policy Content Area</p> <p>SOWK 507 Social Welfare and Social Work (3 cr.)</p> <p>SOWK 509 Policies and Strategies for Community Intervention (3 cr.)</p> <p>Field Instruction Content Area</p> <p>SWFI 530 Field Instruction I (1 cr.)</p> <p>SWFI 530S Integrative Seminar (0 cr.)</p> <p>SWFI 531 Field Instruction II (1 cr.)</p> <p>SWFI 531S Integrative Seminar (0 cr.)</p>
<p>Concentration Required Courses and Electives (31 Credits)</p> <p>Each student will concentrate in a specific <u>Domain of Practice</u>. Each student will select a specific <u>Specialization</u> within that Domain of Practice.</p>	
Required Courses for All Domains of Practice (7 credits)	
<p>Research Content Area</p> <p>SOWK 606 Practicum in Research (3 cr.)</p>	<p>Field Instruction Content Area</p> <p>SWFI 630 Field Instruction III (2 cr.)</p> <p>SWFI 630S Integrative Seminar (0 cr.)</p> <p>SWFI 631 Field Instruction IV (2 cr.)</p> <p>SWFI 631S Integrative Seminar (0 cr.)</p>
Required Course Work and Electives for Practice Domains and Specializations (24 credits)	
<p>Clinical Social Work (CSW) Domain of Practice</p> <p>Students in the CSW Domain of Practice select a Specialization. Each Specialization has its own required courses. Specializations are:</p> <p>Schools (12 cr. of required courses)</p> <p>Child and Family (9 cr. of required courses)</p> <p>Health (6 cr. of required courses)</p> <p>Mental Health (9 cr. of required courses)</p>	<p>Leadership and Development in the Social Services (LDSS) Domain of Practice</p> <p>Students in the LDSS Domain of Practice select the LDSS Specialization. This Specialization has its own set of required courses.</p> <p>LDSS (12 cr. of required courses)</p>

M.S.W. *Electives (credits needed depend on Specialization)*

Please note that courses required for students in some specializations may be taken as electives by students in other specializations (i.e., SOWK 612 is required for students in the Child and Family Specialization but can be taken as an elective by students in the Health Concentration).

<i>HBSE Content Area</i>		SOWK 620	Clinical Social Work with Children
SOWK 605	Human Sexuality and Sexual Dysfunction	SOWK 626	Social Work with Severely Mentally Ill Clients
SOWK 607	The Development of Psychodynamic Theory	SOWK 631	Clinical Social Work Practice and Family Violence
<i>Practice Content Area</i>		SOWK 632	Clinical SW with Older Adults
SOWK 603	Seminar in Brief Treatment	SOWK 645	Crisis Intervention
SOWK 604	Adv. SW Pract. w/Groups	SOWK 654	Social Work Practice in Global, Cross-Cultural Contexts
SOWK 611	Treatment of Couples	<i>Social Policy Content Area</i>	
SOWK 612	Family Assessment and Intervention	SOWK 602	Health Policy and Health Systems
SOWK 613	Advanced Family Therapy	SOWK 608	Social Work and the Law
SOWK 614	Clinical Social Work Practice in Health Care	SOWK 609	Social Work Practice in the Schools
SOWK 615	Adolescent Client: Diagnosis and Treatment	SOWK 644	Ethics: Theory & Application
SOWK 616	Psychotherapy with Adults	SOWK 650	Staff Management and Development
SOWK 617	Principles and Interventions In Clinical SW	SOWK 652	Organizational Leadership
SOWK 618	Role of Religion and Spirituality in Psychotherapy	SOWK 653	Program Management and Development
SOWK 619	Issues in the Treatment of Women	SOWK 713	Nonprofit Management
		SOWK 714	Philanthropy, Public Policy, and Community Change
		SOWK 715	Internship in Philanthropy*
		<i>Electives with no prerequisites</i>	
		SOWK 512	Assessment and Treatment of Substance Abuse
		SOWK 515	Social Work with Children

CLINICAL SOCIAL WORK DOMAIN OF PRACTICE SPECIALIZATIONS	
<i>ALL STUDENTS IN <u>CHILD AND FAMILY SPECIALIZATION</u> TAKE THE FOLLOWING:</i>	
SOWK 612	Family Assessment and Intervention
SOWK 615	The Adolescent Client: Diagnosis and Treatment
OR	
SOWK 620	Clinical Social Work with Children
SOWK 610F	Policy in Practice
<i>ALL STUDENTS IN <u>CHILD AND FAMILY SPECIALIZATION</u> IN THE <u>ADVANCED FAMILY TREATMENT TRACK</u> TAKE IN ADDITION THE FOLLOWING:</i>	
SOWK 613	Advanced Family Therapy
SOWK 611	Treatment of Couples
<i>ALL STUDENTS IN <u>SCHOOL SOCIAL WORK SPECIALIZATION</u> TAKE THE FOLLOWING:</i>	
SOWK 609	Social Work Practice in the Schools
SOWK 615	The Adolescent Client: Diagnosis and Treatment
OR	
SOWK 620	Clinical Social Work with Children
SOWK 612	Family Assessment and Intervention
CIEP 401	Exceptional Child (offered in School of Education)
<i>ALL STUDENTS IN <u>MENTAL HEALTH SPECIALIZATION</u> TAKE THE FOLLOWING:</i>	
SOWK 616	Psychotherapy with Adults
OR	
SOWK 617	Principles and Interventions in Clinical Social Work
SOWK 604	Advanced Social Work Practice with Groups
OR	
SOWK 612	Family Assessment and Intervention
SOWK 610MH	Policy in Practice
<i>ALL STUDENTS IN <u>HEALTH SPECIALIZATION</u> TAKE THE FOLLOWING:</i>	
SOWK 602	Health Policy and Health Systems
SOWK 614	Clinical Social Work Practice in Health Care

LEADERSHIP AND DEVELOPMENT IN THE SOCIAL SERVICES DOMAIN OF PRACTICE SPECIALIZATIONS	
<i>ALL STUDENTS IN <u>LEADERSHIP AND DEVELOPMENT IN THE SOCIAL SERVICES (LDSS) SPECIALIZATION</u> TAKE:</i>	
SOWK 650	Staff Management and Development
SOWK 652	Organizational Leadership
SOWK 653	Program Management and Development
ONE 600-LEVEL METHODS COURSE	
<i>ALL STUDENTS IN <u>LDSS</u> IN THE <u>PHILANTHROPY AND NONPROFIT SECTOR SPECIALIZATION</u> TAKE IN ADDITION:</i>	
SOWK 713	Nonprofit Organizations
SOWK 714	Philanthropy, Public Policy and Community Change

ALL STUDENTS IN ANY SPECIALIZATION PURSUING PHILANTHROPY AND NONPROFIT SECTOR CONTENT CAN TAKE AS ELECTIVES:

SOWK 713	Nonprofit Organizations
SOWK 714	Philanthropy, Public Policy and Community Change

ALL STUDENTS IN ANY SPECIALIZATION PURSUING THE PHILANTHROPY AND NONPROFIT SECTOR CERTIFICATE MUST TAKE:

SOWK 713	Nonprofit Organizations
SOWK 714	Philanthropy, Public Policy and Community Change
SOWK 715*	Internship in Philanthropy

ADVANCED STANDING STUDENTS

ALL ADVANCED STANDING STUDENTS MUST TAKE THE REQUIRED COURSES IN THEIR SPECIALIZATION AREA. IN ADDITION, ALL ADVANCED STANDING STUDENTS ARE REQUIRED TO TAKE EITHER SOWK 604 OR SOWK 505.

*SOWK 715: Internship in Philanthropy is only available to students who are admitted into and are pursuing the Certificate in Philanthropy. In some cases, SOWK 715 can be part of and taken in conjunction with SWFI 630/631.

60 Credit Hour Program
Required Course Work

FOUNDATION YEAR

All Students (non-AS):	SOWK 500, 501, 502, 503, 504, 505, 506, 507, 509	= 27 Credit Hours
	SWFI 530, 530S, 531, 531S	= 2 Credit Hours
Advanced Standing Students:	SOWK 501, 504	= 6 Credit Hours
Advanced Standing Students:	Credit Hours Awarded for BSW Degree	= 26 Credit Hours

CONCENTRATION YEAR
(ADVANCED PRACTICE)

All Students (plus AS):	SOWK 606	= 3 Credit Hours
	SWFI 630, 630S, 631, 631S	= 4 Credit Hours
Advanced Standing Students:	SOWK 604 or 505	= 3 Credit Hours

CSW PRACTICE DOMAIN

LDSS PRACTICE DOMAIN

Schools Specialization	C and F Specialization	Health Specialization	MH Specialization	LDSS Specialization	Advanced Family Sub-specialty	Philanthropy Sub-specialty
SOWK 612	SOWK 612	SOWK 602	SOWK 616/617	SOWK 650	SOWK 611	SOWK 713
SOWK 615/620	SOWK 615/620	SOWK 614	SOWK 604/612	SOWK 652	SOWK 613	SOWK 714
SOWK 609	SOWK 610F CIEP 401 (School of Education Exceptional Child)		SOWK 610H	SOWK 653 600-Level Methods Course		

NUMBER OF ELECTIVE COURSES NEEDED TO REACH 60 CREDIT HOURS

Reg:	4	5	6	5	4	3	2
AS:	2	3	4	3	2	1	0

VIII. Advising, Program Planning, Registration, Independent Study, Audit, Withdrawal from Courses

Advisement in terms of addressing issues centering on academics, career decision-making, or personal concerns is a key element in the education at Loyola University Chicago. Advising in its various forms reflects the Jesuit respect for the dignity of the whole person. Cura personalis or personal concern for the individual is reflected in all types of advising.

BSW Advising

BSW program advisement is seen as an ongoing process in which advisors work with students to confer about academic progress and advisors suggest to the students the use of University facilities such as the Learning Center, the Counseling Center, or the Career Center. Upon entering the BSW program, students are assigned academic advisors who will remain with students through their program unless circumstances indicate otherwise. Such continuity ensures consistency for the students, which assures appropriate academic educational planning.

When the students declare social work as a major, academic advisors are assigned to the students. A variety of individual and group formats is used in the advising process:

1. The BSW Director attends a session of SOWK 200—(Introduction to Social Work)—to discuss the program generally, the liberal arts component, and courses required for the major. An application for admissions to the major is distributed along with the NASW's BSW pamphlet. Questions about the social work profession and major are encouraged.
2. In the semester prior to the students' placement in field work, the Internships Coordinator or a designee and the Academic Advisor/Coordinator meets with all junior level students eligible for field placements. At this meeting all aspects of the field work program and academic requirements are discussed.
3. Each semester students who are social work majors are notified via e-mail regarding the need to see their advisor to plan courses for the following semester. Times for advising are noted in the e-mail.
4. Transcripts of both internal and external transfer students are reviewed by the Program Director who meets with the students to review requirements for the major, advanced standing and for the five year BSW/MSW program.

Prior to each advising session, the advisors review the students' files which are kept in the program's office. The file contains transcripts, the students' application for admission to the major, correspondence, and forms which outline requirements for the Core Curriculum and Social Work major. Students are given a copy of this form for their records.

During the course of a semester the BSW Director also meets with students who are undecided or in other majors to review requirements and plan a time frame within which the Social Work major could be completed.

MSW Advising

Advising is done in the MSW program by the professional staff in the School of Social Work. Upon entering the MSW program, students are assigned academic advisors who will remain with students throughout their program unless circumstances indicate otherwise. Such continuity ensures consistency for the students, which assures appropriate academic educational planning.

Advising responsibilities to students are as follows:

1. Advise students with regard to academic matters, course selection, pre-registration and registration, and resources available to assist them.
2. Meet with students at least once a semester regarding progress and fieldwork issues.
3. Work with students who have less than a 2.0 in the BSW program and 3.0 GPA in the MSW program to plan approaches for improvement.
4. Share general information about the assigned field settings in terms of expectations, types of clients served in the community where the agency is located, and the background and expectations of the field instructor.
5. Engage in a periodic consultation with each student to discuss the student's experiences within the agency setting, with their clients, and with the community.
6. Review with the student educational progress and the impact of current experience on professional goals and learning needs.
7. Assist students who are completing their first level field experience to utilize their self assessment in formulation an education plan for advanced level field work and supporting course work and/or future areas of study.
8. Assist students in evaluating progress toward graduation and the achievement of goals in their educational plan, recommending indicated adjustments in their program.
9. Assist students who are completing their professional education to review their achieved knowledge and skills, ongoing learning needs, and employment opportunities in the community and elsewhere.
10. Assist students who have learning disabilities, academic difficulties, or situational stresses that hamper learning.

Students may consult with any member of the faculty about learning needs or personal problems. However, matters pertaining to program planning and progress remain the responsibility of advisors.

Field Liaisons maintain communication with field instructors through trainings, agency visits and telephone contacts. This communication includes the following:

1. Consult with field instructors in planning for individualized learning experiences for students when indicated.
2. Consult with field instructors about students' performance and appropriate learning opportunities in relation to the goals of students and the program.
3. Assist field instructors in the development and utilization of appropriate teaching methods and skills.

4. Keep field instructors informed of the nature of the current curriculum content and structure.
5. Stay in touch with agency administrators and management regarding ongoing concerns of students or agencies.

Maintaining good working relationships with agencies that serve as internships require liaisons to be in active collaboration and dialogue with them. The responsibilities to agencies are as follows:

1. Provide information about students regarding educational and professional background.
2. Interpret the School's program to the administration and staff of the agencies.
3. Keep agencies abreast of changes in the School curriculum and procedures.
4. Engage in an active exchange of ideas with appropriate staff about issues, trends, problems within agencies, the social work program, and social work education and practice needs.

The interface between the advisors/liaisons with the School is critical to the successful maintenance between training sites and the School of Social Work. The responsibilities include:

1. Sharing information about issues, problems, and trends in social work practice and education raised during agency contacts in order to insure the integration of practice and education.
2. Providing the Internship Coordinator with evaluation of placements at the end of the academic year and a recommendation regarding continued use of placements.
3. Maintaining the educational standards of the School and, when indicated, direct information regarding academic problems to the appropriate school personnel.

Specialized Programs and Advising

Program consultation is done through the advising system for students who are enrolled in specialized programs, such as the following:

1. Students in the BSW program, admitted to the Five Year BSW/MSW program.
2. Students who will not enter the field in the first semester of study and/or are in the advanced standing program.
3. Students in one of the dual degree programs.

The advisor provides information needed by students to make decisions about their academic program and the required courses, prior to the students' first field placement and continue to be available for consultation regarding specific program requirement questions to the students and their advisors when the students enter the field placement.

The advisor's responsibilities include:

1. Assist students in exploring program options.
2. Assist students in understanding program requirements.

3. Act as an advisor to students who have not yet entered the field placement.
 - a. Advise students with regard to academic matters, course selection, pre-registration and registration, and resources available to assist them.
 - b. Work with students who have less than a 3.0 GPA to plan approaches for improvement.
 - c. Review educational progress and the impact of current experience on professional goals and learning needs.
 - d. Assist students in utilizing their self assessment in formulating an education plan for course work.
 - e. Assist students who have learning disabilities, academic difficulties, or situational stresses that hamper learning.
 - f. Identify program needs and advise administration of the needs as they arise.
4. Consult with field liaison advisors and students as needed once the student enters the field placement.
5. Act as the identified point person for the specific program planning.

BSW Program and Requirements

Student's admitted to the BSW program consult with the Director of the BSW program or their advisor in planning courses to meet the BSW degree requirements and the requirements for the Core Curriculum of Loyola. A minimum of 128 credit hours are required for the BSW degree.

Social Work Major

As the students become more involved with their social work education, they utilize the skills and competencies that were taught in the Core Curriculum. Also, the social work major maintains the continuity of the liberal arts perspective. For example in either the freshman or sophomore year students take SOWK 200-Introduction to Social Work and SOWK 201-Social Welfare Policy & Services I which builds upon sociology content and theory by studying contemporary social problems and societal responses. Emphasis in these courses looks at major social problems including poverty, discrimination, racism, and the experiences of minority groups, both nationally and internationally. The social work response both in addressing private troubles and public issues is examined along with major federal programs which have been designed to alleviate suffering. Emphasis is placed upon the social worker and the profession in working towards social and economic justice.

In SOWK 307-Social Welfare Policy & Services II which is taken concurrently with field work, students look at the agency and community as the context for social change and build upon their sociology coursework, historical forces which shape the community, and agencies as complex organizations.

In SOWK 305-Human Behavior in the Social Environment and SOWK 370-Cultural Diversity, students learn about the complexity of human behavior from biological, psychological, social, and spiritual viewpoints. Social science coursework and its

scientific are examined along with value perspectives on what is good and what is true from theology and philosophy are also included in the curriculum. The Human Behavior in the Social Environment sequences provides students with the necessary knowledge and values to understand human behavior at the individual, familial, group, organizational, community, and institutional levels.

SOWK 370-Cultural Diversity examines the nature, economic, social, institutional, and political forces which have shaped the experiences and life chances of persons within African, Asian, Mexican, Puerto-Rican, and Native American cultures. The course examines the relevance of diversity to social work values and interventions. The concept and social and economic justice in relation to diversity is explored. This course builds upon coursework in the liberal arts which examines diversity in human life and how societies have arranged themselves to cope with this diversity for good or for evil. The role of the social work profession in working for a more justice and humane society is examined.

SOWK 390-Introduction to Research Methods is designed to promote the development of a scientific stance and to enable students to acquire a basic knowledge of social research methods and a beginning competency in using these methods as tools of generalist practice. The values and ethics of the research enterprise are also examined in light of the Code of Ethics. This course draws upon learning theory from psychology, the philosophy requirement that focuses on identifying what is true and good. Liberal arts courses in quantitative literacy inform this course in terms of helping students to develop their research question and planning useful research projects for practice evaluation.

The BSW program offers two practice courses SOWK 301-Social Work Methods I and SOWK 302-Social Work Methods II. These courses stress effective verbal and written communication and build upon the College Writing Seminar course which is required of all undergraduate students at Loyola. These courses analyze key concepts, skills, and activities upon which generalist practice methodology is organized. Development of students' competence in relationship skills, assessment principles, and intervention activities and goals is emphasized. These courses also draw upon the liberal arts respect for the individual and his or her place in society. Methods and strategies for developing a more just society from a social work perspective draw upon liberal arts coursework from theological and religious studies, ethics, and societal and cultural understanding-key elements of University Core Requirements.

In SOWK 330 and 340 Field Work Courses, provide a structured practice experience in a social agency setting where what has been learned in the liberal arts and social work coursework can be utilized and integrated with beginning practice skills. Students have the opportunity in these courses to provide assistance to individuals, families, groups, organizations, and communities and to work towards social and economic justice. SOWK 350-Integrative Practice Seminar is taken concurrently with SOWK 340 and is the capstone course in the BSW program. This senior-level course provides an opportunity to assess and deepen integration of what has been learned in the liberal arts and social work courses. Objectives are to strengthen professional identification and to facilitate the transfer from social work education to professional practice or graduate studies.

MSW Program and Requirements

Students admitted to the MSW program should consult with their advisor for the program plan for their area of study and the campus that they are attending. Residence requirements in the MSW program are a minimum of two courses each Fall and Spring Semester and completion of the entire program within four years. Students may do one field placement as a block or work-study placement.

In the MSW program, students may attend the part time or full time. In the fall and spring semester, nine semester credit hours are considered full time and credit hours below nine will be considered part time status. A minimum of 60 credit hours is required for the degree for students who enter the program in or after the summer of 2006.

Registration

Registration at Loyola University of Chicago is done on LOCUS. Please visit www.luc.edu/regrec/locushel/ for information and instructions about the LOCUS system or to proceed directly to the LOCUS portal on the Loyola University web page. Students are urged to contact the University Call Center at 4-4444 (773-508-7190 from off campus) if you have other questions or experience any problems. Specific directions and registration information are published each semester.

In addition to registration, LOCUS allows students to view and print grades, print unofficial transcripts, view their degree audit, print class schedules, change permanent and local addresses and phone numbers, add or drop a class and search for available classes on line, and view financial award status.

Independent Study

Policy

Independent study is intended primarily to supplement and enrich the elective part of the curriculum. Such study is formalized when a faculty member of the student's choice agrees to sponsor a course of study proposed by a student. The faculty member and student contract together regarding the expectations for the course. Both BSW and MSW students can do an Independent Study class.

Purpose

The principal purpose of independent study is to add another way of individualizing the educational program. Independent study courses may be taken only with **FULL-TIME** faculty members, or professional staff at the Carthage program, who have expertise in the area of independent study. Such courses should not replicate existing social work courses.

Definition

Independent study is an area of study relevant to the School's curriculum that is developed by students and faculty members who are directing the independent study course. A major work product is required.

Credit

An independent study course may offer one, two, three, or four credits. The maximum number of credits that can be earned by a student through independent study is six credits.

Procedure for registration for an Independent Study Course

1. Once students have identified a proposed topic and a faculty member has agreed to serve as an instructor, the students should obtain an Independent Study Form from the School office (See sample form, Appendix C). A copy of the completed form, including a written proposal summarizing the product to be submitted in order to satisfy the course requirements, should be given to the Assistant Dean for Administration. Other copies should be kept by the students, the instructors, and in the students' folder.
2. Students register for the course via LOCUS (Web based registration system) after the above procedure has been completed. Note that the students will need to enter the number of credit hours for the independent study if it is beyond one credit hour.

Audit

Permission to audit a course must be obtained from the Assistant Dean for Administration and the course instructor. Arrangements to audit a course must be made in the School office during registration periods. Class attendance is required; if students do not attend class, a final grade of "W" will be recorded. Assignments, including examinations and term papers, are not required but students have the right to participate in class discussions. Because a course, which is audited, does not count as hours attempted it is not considered in determining students' academic full-time or part-time status for financial aid purposes; however, tuition is charged at the full rate. After the second week of classes, students must have the course instructor's approval to convert a course from "credit" to "audit." After mid-term, the students must have the approval of the Assistant Dean for Administration as well as the instructor to convert a course from "credit" to "audit." A course taken for audit does not fulfill a prerequisite.

Withdrawal from Courses

Any changes to the chosen pre-planned program must be discussed with the students' advisor before adding or dropping courses. Students who wish to add or drop a course or change sections of a course can do so with LOCUS during the first two weeks of classes. Students should be aware that they will incur partial tuition cost by dropping a course after the first two weeks of classes, even if the class has not met yet and any drop once the semester begins will be recorded as a "W".

The LOCUS registration system is no longer active after the first week of classes. Students wishing to add or drop a course after this time must complete an add/drop form and submit to the Assistant Dean for Administration for approval. If the class is closed because of full enrollment, they are required to obtain permission from the Assistant Dean for Administration to enter the class. As indicated above, students will be

responsible for a fraction of the total tuition for dropping a course, this amount varies depending on the point in the semester at which the course is dropped and students should consult the Bursar's Web page for information on the charges involved. Courses dropped after LOCUS registration is no longer accessible will receive a "W" or "WF" on the transcript for their course.

Field Instruction Class

Field Instruction is a class and the same procedures for registration and withdrawing are followed as with any class. In the MSW program, field instruction classes are located under SWFI in LOCUS. Registration for a Social Work Field Instruction classes also requires registration for one of the corresponding Social Work Field Instruction Seminar classes, unless the students are in one of the dual degree programs where this is already provided.

If for any reason students' need to drop out of a field placement, the students must meet with their internship liaisons who will in turn consult with the Internship Coordinator. This will insure that termination with the field agencies is handled appropriately.

IX. Grading Policy in the School of Social Work

Grading Policy

The grading system used in the Loyola School of Social Work is the same that is used within Loyola University.

A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D+	1.33
D	1.00
F	0.00
P	0.00 Pass with credit.
I	Incomplete
W	Withdrawal
WF	Withdrawal Failure
P/F	For Graduate Field Instruction

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. The incomplete work should be finished according to the schedule approved by the professor but no later than the last day of the following term. Generally a grade of "I" becomes a grade of "F" if the work is not completed by the last day of the following semester. After one term, evaluative grades may be added only by petition to the Associate Dean of Academic Affairs in the MSW and the Director of BSW program in the BSW program who will require justification for the extra time needed.

In exceptional circumstances, the instructor may grant incomplete grades when students are not able to complete the course requirements within one term. "I" grades may not be used to provide students with an opportunity to complete additional work, or make up deficiencies in work already submitted.

An "I" grade will not exclude students from the following course in a sequence. However, "I" grades remaining after one semester do not fulfill the prerequisite for higher-level courses in the program and generally becomes a grade of "F".

WF

This grade may indicate withdrawal from class without proper authorization.

W

This grade is assigned to students who withdraw from a class after the official date established by the University to withdraw from classes without penalty.

X. Academic Requirements

BSW Academic Requirements

BSW students need to maintain an overall 2.00 GPA (C average to graduate). All courses for the major need to be passed with a grade of "C or above". If the student passes course with a grade of "C- " or lower, the course must be retaken.

MSW Academic Requirements

Students are to maintain an average of not less than B (3.0). No grade of "D" will count toward degree requirements; nor does the "D" grade fulfill a prerequisite. Such grades, however, will be calculated in the GPA. No students will be graduated with less than a 3.0 average for all graduate-level courses taken for credit and any undergraduate courses taken for M.S.W. credit.

Students who fail to maintain at least a 3.0 grade point average or who receive a D will incur academic probation at which time an academic plan will be developed in consultation with the student, the advisor of the student, and the chair of the Committee for Student Affairs or their designee. The Committee on Students Affairs is available for consultation to students and/or their advisors in this situation. If students disagree with the educational plan as developed, they may request a hearing as part of the due process.

Students receiving a failing grade of "F" in any course are automatically dismissed from the program.

Academic Honors

University and Departmental Honors are awarded in the BSW program only. The criteria for these honors are listed below.

University Honors:

Grade Point Average of 3.5-3.69 graduate Cum Laude

Grade Point Average of 3.7-3.89 graduate Magna Cum Laude

Grade Point Average of 3.9 and above graduate Summa Cum Laude.

Departmental Honors are awarded to BSW students with a cumulative Grade Point Average of 3.50 or above in all social work and ancillary courses graduate with Department Honors.

Academic Probation

BSW Students on Academic Probation

If BSW students' overall GPA at the University are below 2.00, the students are notified in writing and asked to schedule a meeting with their advisors to discuss their academic status. The students' academic standings are tracked in the coming semester and if the students' GPAs rise and show improvement, students can remain in the program. If academic difficulties continue, students may be encouraged to choose another major.

MSW Students on Academic Probation

If the MSW student's overall GPA in the MSW program is below 3.00, the Associate Dean of Academics of the M.S.W. program will notify students placed on academic probation and their advisors. Students on probation are required to meet with their advisors before beginning course work for the following term. No students may be on academic probation for more than one term for which they are enrolled (including summer). Failure to exit academic probation will result in dismissal from the program.

Exiting Academic Probation

Within one term, students whose GPAs fall below the required standard must bring the GPA, for all previously and presently attempted course work, up to a 2.0 in the BSW program and a 3.0 in the MSW program.

Students Receiving Unaccepted Grades

BSW students who receive a C- and MSW students who receive a grade below a C in a required social work course must repeat the course the next time it is offered. MSW students who received below a C grade in an elective may either repeat the course or substitute another elective. Students who are prevented from exiting academic probation because the needed course is not offered will have probation extended until the end of the term in which the course is next scheduled. In addition, where applicable, BSW students must meet the 2.0 GPA and MSW students must meet the 3.0 GPA within one term.

Policy on Non-Academic Dismissal

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. When students apply to the undergraduate social work major, they are asked to read and to sign a copy of the NASW Code of Ethics. Students are expected to adhere to the School's policies on Professional Conduct and on Academic Honesty which include:

Academic Integrity

To submit work as one's own that actually is the work of another person, whether in a term paper, case record, or examination or offering fictitious case material, misrepresents students to the instructors and to peers. Using unauthorized notes or copying the work of another person during an examination not only constitutes falsifying your work, it can affect the grades of other students. The faculty considers this serious unprofessional conduct.

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

Plagiarism is submitting work done by another person without attribution. By the time students are in graduate school, it is assumed that they know better than to quote all or part of another person's work without quotation marks and footnotes. Papers prepared by research services' or anyone else but students also qualify as plagiarism and will be considered as such by the faculty.

Professional Ethics

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 for the student role as detailed in the admission standards of the School of Social Work and honesty in all aspects of student conduct.

The School views its students as mature individuals preparing to be members of an honorable profession. Thus students are expected to maintain high level of personal integrity. The School of Social Work reserves the right to dismiss students for unprofessional conduct such as, but not limited to, infraction of school rules and regulations, dishonesty, or unprofessional treatment of clients, faculty, other professionals, or other students.

Students must be able to develop professional relationships with clients and/or client systems and have the capacity to be aware of their behavior and its impact in client-worker transactions. It is the social workers' responsibility to assume the management of their presence within this relationship. Finally, students are expected to develop skills in their ability to evaluate the effects of practice interventions throughout the process of treatment. Social workers do not lie to clients, abandon them, or place their own

convenience above a client's needs. There is never an acceptable reason to become sexually involved with a client or to engage in any other exploitative behavior.

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

Credible evidence of failure to adhere to any of these standards may result in the referral of students' situations to their advisors, field supervisors, the associate deans, the dean and/or the Committee on Student Affairs (C.S.A.) for review and recommendations. Sanctions for violation of these standards may range from recommendations for specific behavior changes to dismissal from the program.

Appeals from dismissal may be made within 30 days to C.S.A. Appeal of the C.S.A. decision may be made to the dean within 30 days. The decision of the dean is final.

The Private Practice of Social Work

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

Appeal from Dismissal

Students who have incurred dismissal may within thirty days of notification of dismissal request a review by the Committee on Student Affairs. CSA will notify both the students and the Dean as to its decision on retention or dismissal. In the case of retention, the Committee may, at its discretion, set further conditions which students must meet. Students may appeal the Committee's decision to the Dean. The Dean's decision is final.

Students with Disabilities: <http://www.luc.edu/depts/lac/disabilities/>

At the Chicago Water Tower campus, through the University Office of Services for Students with Disabilities located at the Lake Shore campus, Loyola offers a wide range of accommodation for students with documented disabilities. These services include alternative supervised testing, note takers, readers, and researchers, sign language interpreters, print enlargement, assistive technology, and other accommodations. All accommodations are determined on a case-by-case basis in consultation with the Coordinator of Services for Students with Disabilities.

All students requesting accommodations must contact the Coordinator at least four weeks in advance of needed assistance. Students with learning/cognitive disabilities must have appropriate documentation no older than three years. Loyola does not provide testing for learning disabilities but maintains a list of referrals to professionals who offer such services. Loyola does not cover the cost of testing.

Students attending the Carthage College Campus should direct questions concerning services for students with disabilities to the coordinator of the M.S.W. at Carthage College at 262-551-5991.

Writing Skills: <http://www.luc.edu/depts/english/writctr.htm>

Students are expected to demonstrate good writing skills both in school and fieldwork settings. 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. If students need assistance in improving their writing skills, they can contact the Writing Center at the Water Tower Campus, Lewis Towers 313B (lower level), Tel: 312-915-6089. Hours Tuesday and Wednesday: 4-7:30 P.M.

Information on services for improving writing skills for the Carthage College Campus students only should be directed to the Coordinator of the M.S.W. program at Carthage College at 262-551-5991.

XI. Policy and Procedures for Grievance

The Basic Premise of Grievance Resolution

The School of Social Work subscribes to the social work professional Code of Ethics adopted by the National Association of Social Workers and the Clinical Social Work Federation and to the inherent values of the Jesuit tradition in promoting social justice and a caring community. Students, faculty, and administrators 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 grievances involving students of the School of Social Work is to proceed according to the formal procedures set forth below.

The Nature and Jurisdiction of Grievance

Academic and non-academic grievances include those that arise from matters involving scholarly competence and ethical professional behavior. Thus, questions regarding evaluation of students, cheating on examinations, falsification of research data, and plagiarism are included within the meaning of "academic". Allegations of misconduct in the design, conduct, or reporting of research supported by federal funds shall be handled

through the procedure described in the University policy concerning misconduct in scholarship.

An alleged grievance may occur if students receive a grade, which is considered to be in error. Another example of a possible grievance would involve students who receive a failing grade due to alleged cheating on an exam or for plagiarism, and who contest the facts, and therefore, the fairness of the grade. The School provides students an opportunity to question such action and remedy and such action if there is a reason to believe that the action was biased or otherwise unfair or contrary to the facts. Other concerns about classes and field grades also may generate grievance.

Grievance Procedures for Academic and Non-Academic Issues

Students, faculty, or administrators of the School may utilize the following procedures when academic or non-academic issues arise.

2. Grievances can often be resolved through informal discussion between faculty members and students. The School hopes that open communication between faculty and students and mutual confidence in each other's goodwill may lead to the resolution of problems in this manner. Students and faculty member(s) involved in a disagreement should meet in person. (A form is provided to insure that this first step at resolving this disagreement has been undertaken)
http://www.luc.edu/socialwork/msw/pdf/msw_csa_hearing.pdf
3. After discussion/consult with parties involved, and in the event of no closure, students contact their academic advisors for potential mediation between students and involved faculty member(s).
4. At the discretion of advisors another meeting with the convened faculty/parties with or without students' attendance may take place to facilitate mediation prior to proceeding with a formal hearing.
5. Hearings for all students in the Loyola School of Social Work are held at the School of Work at the Water Tower Campus.

Hearing Procedures

1. Prior to making a formal request for hearing, it is strongly encouraged that students seek consultation from their academic advisors to mediate and alleged grievance.
2. Assuming that informal efforts to resolve an alleged grievance have not been successful, a written request specifying the nature of the grievance and prior attempts to resolve the matter (see Request for Hearing) must be submitted to the chair of the Committee on Student Affairs (CSA) within thirty days after the beginning of the term following the event leading up to the grievance (excluding summer sessions). The hearing is to take place within thirty days of the request for a hearing. All involved parties are to receive timely written notice of the hearing and the matters to be considered.
3. The Committee on Student Affairs (CSA) is appointed by the Dean and elects its own chair. The chairperson of the CSA will appoint at least three hearing board members from the standing CSA committee. A non-voting SSW Student Organization (SSWSO) student representative will be present for the hearing and

deliberation, unless this is not wanted by the grieving student. The chairperson of the hearing board will be appointed by the CSA chair. If one of its members is a respondent to the grievance or otherwise unable to participate, the CSA chairperson will appoint another faculty member to replace that person. In the event that the grievance involves a doctoral student, there must be a representative from the Doctoral Program on the grievance board and the student representative should be a doctoral student. The hearing board chair sets up the hearing meeting. All parties to the grievance should have copies of all documents under consideration. In special circumstances, appointment of faculty and students who are not on the standing CSA committee may be indicated.

4. The purpose of the hearing is to allow the hearing board to assure itself that it fully understands the parties' views. The conduct of the hearing is informal; it is not bound by rules of evidence or court procedures. A party may obtain the assistance of members of the University community in presenting information to the hearing board, or support for students, provided that the assistants are not attorneys; individuals from outside the University, including attorney, are not permitted to attend. The party must notify the chairperson of the hearing board of the names of the assistants at least one day prior to the hearing. Notification of the hearing will be made in writing and sent by certified mail to all grievance parties.
5. Each party is invited to present information, both orally and in writing, to the hearing board. All parties are to be present throughout the hearing. Each party may call witnesses at the hearing. The board may direct questions to any party or witness. All individuals presenting information to the hearing board have the responsibility of presenting truthful information.
6. Afterwards, the hearing the board will deliberate in private. In reaching its decision, the board will evaluate the credibility of the procedures, witnesses, and information present. The decision of the board will be determined by a majority vote of participating board members. The chairperson of the hearing board will notify the parties in writing of the board's decision within two weeks of the hearing. A copy of the chairperson's final report will be sent to the Dean of the School of Social Work. The School retains copies of all documentation related to the management of grievances under its jurisdiction. This report is confidential and all remaining documents must be destroyed.
7. The hearing and material submitted to the hearing board are private, and all parties involved in the grievance consider their contents confidential; however, if a party disseminates their contents, the party's interest in confidentiality is deemed waived. Electronic recording of the hearing is prohibited.

Appeal

A party may appeal the decision of the hearing board to the Dean of the School. The party is to request an appeal in writing within thirty days of notification of the hearing board's decision; the request must include an explanation of the basis for the appeal see http://www.luc.edu/socialwork/msw/pdf/msw_appeal_csa.pdf. The Dean may affirm, modify, or reverse the hearing board's decision. The Dean will notify the parties of the disposition of the appeal within thirty days of receiving the appeal. The Dean's decision is final in all cases.

XII. Credit, Transfer of Credit, Course Equivalencies for BSW Courses, Five Year BSW/MSW and Advanced Standing

Credit for Work Experience

The School of Social Work does not give academic credit for work or life experience.

BSW Program: Transfer of Credit

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

Other academic courses not listed on the Transfer Guides may transfer as electives. A maximum of 64 semester hours can be transferred from community colleges and courses must have a grade of "B" or better. Review of other courses for transfer is done by the Director of the BSW program or his designee.

If students wish to transfer undergraduate courses taken elsewhere, as substitute courses, for the social work major, the Director of the BSW program will examine the syllabi and if the majority of the content of those courses are covered in a Loyola course in the social work major, the student will be waived for the courses taken at another school and will not need to take any more Loyola courses. The students will need to replace the waived course with another elective course at Loyola.

In addition to meeting the Core Requirements of the Loyola University and the requirements of the BSW degree program, a minimum total of 128 credits are required for the Loyola Bachelor in Social Work Degree.

MSW Program: Transfer of Credit

Transfer of Elective Credit from Non Social Work Graduate Programs

Outside of dual degree programs, elective credit may be extended only for courses that are not applied to another degree and that have been successfully completed with a grade of "B" or better, and are approved by the Associate Dean of Academic Affairs. These credits are applied to M.S.W. elective requirements of the program. No more than two courses (six credit hours) will be accepted for transfer to the MSW degree. Quarter hours will be converted to semester hours for transfer.

Transfer of Credit for Approved Dual Degree Programs

The School of Social Work may count some credits toward the MSW degree requirements from the other degree program. The following credits are accepted in the School of Social Work in the dual degree programs, once the courses have been approved by students' advisors in the social work program:

Masters in Jurisprudence, Child and Family Law – nine credits
Law–nine credits
Master of Divinity – six credits
Woman’s Studies – three credits
M.A. in Child Development – eleven to twelve credits

Quarter hours will be converted to semester hours for transfer.

Transfer of Credit from Graduate Schools of Social Work

Credit may be extended only for graduate courses (including field courses) successfully completed with a grade of “B” or better at a member school accredited by the Council on Social Work Education. However, no more than thirty semester hours of such credit can be applied toward a master’s degree conferred by Loyola University of Chicago. Petition for transfer of credit must be made at the time of application to the School. Students will be notified by the Associate Dean of Academic Affairs about the number of transferable credits. Quarter hours will be converted to semester hours for transfer.

Course Equivalences for BSW graduates who do not qualify for Advanced Standing

In order to avoid redundancy between the courses in CSWE-accredited bachelor’s programs and those offered on the master’s level, five-selected bachelor’s content area courses can be reviewed for acceptance in lieu of master-level requirements. The number of master’s level credits may be reduced accordingly up to a maximum of fifteen (15) credits.

BSW graduates who do not qualify for Advanced Standing, but who are admitted to the regular MSW Program and received a grade of “B” or better within the last four years in courses equivalent to the following Loyola courses, may receive credit for the equivalent course in the Loyola program.

Ethnicity, Race, and Culture (SOWK 502)
Social Work with Small Groups (SOWK 505)
Social Welfare and Social Work (SOWK 507)
Social Work Research (SOWK 506)
Policies and Strategies for Community Intervention (SOWK 509)

The judgment of whether BSW courses meet the school’s criteria will be made by the chair of the appropriate sequence or their designee. Student’s must submit syllabi for all course for which equivalency is requested at the time of application for admission to the school.

If students are granted equivalency for the community interventions course (SOWK 509), students must take a three-credit elective in social policy as one of their seven electives. Students who are exempt from taking SOWK 505 (Social Work with Small Groups), must take SOWK 604 (Group Therapy). These courses are then counted towards the seven electives that are required of all students.

Loyola BSW/MSW Five Year Program

The BSW/MSW Five Year Program is offered only to Loyola University Chicago undergraduate social work students who are in the Bachelor of Social Work program. Application to the Five Year Program takes place during the spring semester of the junior year. Although students are accepted into the Five Year Program, they continue to maintain undergraduate status until the undergraduate degree is awarded. Although in the senior year, classes will be taken at the graduate level that will count toward the 128 credit hours required for the undergraduate degree. These courses will also be computed in the students undergraduate G.P.A. Students who are admitted to this program can complete the MSW degree by completing the courses required at the advanced MSW level (see second year MSW program plans). This allows students in the Five Year Program to complete the MSW degree by taking the required 31 credit hours in the Graduate School of Social Work to complete the concentration year of the MSW degree requirements. While this can be done full-time or part-time, full-time students can generally complete the program in an additional nine months.

To apply for the Loyola Five Year MSW/BSW degree, students use the MSW application form found on the Social Work Web Page at www.luc.edu/socialwork or may contact the Director of the BSW Program or Admissions Advisor for the MSW Program.

The course requirements for the BSW program are fulfilled by the end of the students' senior year. While some courses are required to be taken at the graduate level, the undergraduate courses that are equivalent to the graduate courses will meet the same requirements as the graduate courses. Below is a guide for course requirements in the Five Year BSW/MSW degree program.

- The Graduate courses of Human Behavior and the Social Environment 500 and 501 are required and are taken in the undergraduates' senior year and the credit is applied to the BSW degree.
- The undergraduate course in Cultural Diversity, SOWK 370, taken in the undergraduate junior year, is credited to the SOWK 502 required in the Graduate Program
- The Individual and Families Courses, SOWK 503 and SOWK 504, are required and are taken in the undergraduates' senior year and the credits are applied to the BSW degree.
- The Small Groups Graduate Course, SOWK 505, can be taken as a course in the undergraduate senior year, but will be waived if students have taken SOWK 303, Group Process, in the undergraduate program.
- The undergraduate course in Research, SOWK 390, taken in the undergraduates' junior year, is credited to the SOWK 506 course required in the graduate program.
- The undergraduate course in Social Policy, SOWK 201, taken in the undergraduates' sophomore year, is credited to the SOWK 507 course required in the graduate program.
- The field instruction courses at the undergraduate level of SOWK 330 and SOWK 340, meet the SWFI 530 and SWFI 531 required in the graduate program.

- The undergraduate students are not required to take the Field Practice Seminar at the graduate level, but are required to complete the Integrative Seminar SOWK 350 in the BSW program.

This sequence of courses allows students to complete requirements for the BSW degree within four years, even if they decide not to complete the fifth year of the Master in Social Work Degree. While completing the undergraduate degree, students consult with the Director of the BSW program and plan the senior year field placement with the Internship Coordinator of the MSW and BSW program. Students in this program register in the required graduate courses as undergraduates with permission through the Director of the BSW program or the Associate Dean of Academic Affairs of the M.S.W. program.

Planning the Fifth Year of Study in the BSW/MSW Degree Program

In the BSW students' senior year, or the last year of undergraduate study, students begin planning their fifth year concentration, field placement and course selection with their advisors and Internship Coordinator. In addition they should attend the MSW field placement planning meetings held in the School of Social Work in the fall and early spring of their senior year, to determine the requirements for the concentration and to obtain further information on the planning of the field placement and requirements.

Important Activities in the Senior Year

- Attend field placement information meetings for the MSW program in the fall and early spring of the senior year.
- Meet advisors to discuss graduation requirements in the BSW program, concentrations and courses for the following year.
- Submit FAFSA forms in January for the fall, anticipating graduate school.
- Submit the supplementary financial aid form for the Graduate School of Social Work in January.
- Submit application for the second year field placement in January.
- Register for classes in the Graduate School of Social Work for the summer and fall semester in April. (Note that student's will not be able to register in the MSW program until their BSW degree has been completed).

Advanced Standing for BSW Degreed Students

Beginning in January 2004, The Loyola University School of Social Work faculty approved an Advanced Standing Program for candidates who have been awarded a BSW degree from an accredited BSW program and meet the advanced standing program admissions requirements established by Loyola's School of Social Work.

Students accepted in the Advanced Standing program are awarded 26 credit hours toward the MSW degree. The Advanced standing students takes the SOWK 501 (Human Behavior and the Social Environment II) and the SOWK 504 (Individuals and Families) foundation courses. In addition SOWK 505 (Small Groups) or SOWK 604 (Group Therapy) is required.

Field Placement Planning and Concentrations for Advanced Standing Students

The Advanced Standing candidate enters the MSW program at the concentration year of study in which the field work and elective courses support the students' areas of interest and desired expertise. The areas of specialization include: children and families, health, mental health, school social work and leadership and development in the social services. The field placement is planned in coordination with the specialization and therefore becomes a priority concern for candidates in the Advanced Standing program who intend to enter the program full-time and to complete the program within 10 months. Early application to the field is recommended to assure that there is a placement setting that supports the students' desired area of specialization. Advanced Standing Program students meet with advisors to plan their concentration and field placement planning that supports their specialization. Students in the Advanced standing program who are also in dual degree programs contact the Academic Advisor Coordinator designee to review the program plan and requirements for the dual program. For additional information on second level field placements, please see Field Work on the Loyola University Chicago web site: http://www.luc.edu/socialwork/academics_fieldwork.shtml.

XIII. Withdrawal from the School of Social Work

a. Procedure for Withdrawal from the School of Social Work

There are circumstances, which may make it necessary for students to interrupt attendance in the School of Social Work prior to the completion of the MSW degree requirements. Not attending the School of Social Work in a Fall or Spring Semester (or longer) prior to completion of degree requirements is considered a withdrawal from the School of Social Work. A withdrawal may be planned, an emergency, or on the recommendation of the students' advisors or the Committee on Student Affairs. Withdrawal from the School of Social Work is considered a major program change and students are required to consult with their advisor in planning or implement a withdrawal.

Students are advised that even when a withdrawal is approved, policies of the School of Social Work and the University remain in effect. Consequences concerning tuition charges, course credit, availability of required courses, required completion of the program within four years, approved Student Program Plan, and readmission to the School of Social Work are some of the potential problems that may be related to withdrawal from the MSW program.

The following guidelines are recommended to minimize the potential complications that may arise from students' withdrawal from the School of Social Work:

1. Students must consult with their faculty advisor in completing the Form for Withdrawal from the School of Social Work. The form is available in the School of Social Work Office. If students are submitting a letter explaining the reason for withdrawal, this should be attached to the form available on the web at: http://www.luc.edu/socialwork/msw/pdf/msw_withdraw.pdf. A copy of this form must be submitted to the Assistant Dean for Administration of the School of Social Work.

2. Students must drop courses on LOCUS or consult with the Assistant Dean for Administration to drop courses for which they may be registered, even if the course has not yet begun. This is an important step since tuition charges are related to the date a course is dropped.
3. Students must advise the Director of Internships and Student Services of a withdrawal from a field placement. Credit is not given for a field placement that is not completed in the required time.
4. When students withdraw from the School, either temporarily or permanently, a written statement must be prepared by students in consultation with the faculty advisors, or by the faculty advisors, indicating the reason(s) for the withdrawal and, if indicated, the plan to return. A copy of this letter should be sent to the Assistant Dean for Administration and a copy placed in the students' folder.

b. Procedure for Readmission to the School of Social Work

Requests for readmission to the School of Social Work are processed throughout the Associate Dean of Academic Affairs of Social Work. The following guidelines have been established for candidates requesting readmission:

1. Candidates who have been absent from the School of Social Work for less than two years and who are able to complete the program within four years of their initial date of admission to the School are reviewed for readmission on the following criteria:
 - a. Candidates left the program in good standing and /or have met the requirements outlined by the Committee on Student Affairs;
 - b. Candidates' grades meet the current program admission requirements;
 - c. Candidates discuss their absence with the Admissions Advisor and the Admissions Advisor approves the plan of completion of the program within four years of the initial date of admission
2. Candidates who have been absent from the program for less than two years but who are not able to complete the degree requirements within four years of the date of admission are an exception to the established policy of the School of Social Work. An individualized review of candidates' situations and of the course work that will be accepted toward the MSW degree is required. Transmission will be considered on the following criteria:
 - a. Candidates left the program in good standing and/or have met the requirements outlined by the Committee on Student Affairs;
 - b. Candidates' grades meet the current program admission requirements;
 - c. Candidates provide the Admissions Advisor with:

- 1) A **revised** personal statement (please see current application for guidelines);
- 2) Two current letters of reference; and
- 3) A letter to the Dean of the School of Social Work requesting a waiver of the four-year rule for completion of the program.

If the Admissions Advisor reaches a favorable decision for readmission, the Associate Dean of Academic Affairs will evaluate applicants' prior graduate social work and courses to determine if credit can be accepted toward the degree requirements.

3. Candidates who have been absent from the program for more than two years who request readmission to the School of Social Work are required to re-apply to the School. They must meet the current standards for admission and are subject to any changes in the program since their last attendance. Readmission will be considered on the following criteria:
 - a. Candidates left the program in good standing and/or have met the requirements outlined by the Committee on Student Affairs.
 - b. Candidates' grades meet the current program admission requirements.
 - c. Candidates provide a full application, including:
 - 1) Full transcript documentation
 - 2) Three letters of reference
 - 3) A personal statement (see current bulletin)
 - d. Demonstrated continued commitment to the social work profession;
 - e. All students must meet all of the requirements for graduation within four years of commencement of study.

If the Admissions Advisor reaches a favorable decision for readmission, the Associate Dean of Academic Affairs will evaluate the applicants' prior graduate social work courses to determine what credit, if any, can be accepted toward the current degree requirements.

XIV. Graduation

Official University commencement exercises are held in May each year. **It is students' responsibility to apply for graduation by completing the application form, which is available on line: http://www.luc.edu/socialwork/msw/pdf/msw_app_grad.pdf or in the School of Social Work Office)** The School will NOT initiate graduation procedures until this application is on file. Students planning to graduate in May should submit the application by October 13. Students, who will complete graduation requirements in the summer following graduation, may choose to participate in the May ceremony, but the degree is conferred only once all requirements are met.

Once all degree requirements are met the graduate transcript and Office of Registration and Records will reflect that all requirements are complete. Accordingly, students are in effect graduated from the program independent from the graduation ceremony.

XV. Social Work Licensure

Depending on state laws, there are as many as four levels of licensing. The Advanced Generalist and Clinical Level License Examinations are usually taken after two or three years of post-masters practice. Just after receiving the MSW, social workers in many states may take the Masters Examination which was formerly called the Intermediate exam. Those with the BSW may take the Bachelor Level Examination (formerly called the Basic exam) except in Illinois where BSW level social workers take the Masters Level Exam). A few states also license and test social workers with an Associates degree using the Bachelor Level test. Though the examinations are offered nationally, social workers should contact their state board for local eligibility standards and application procedures. Many social agencies are concerned about insurance reimbursement and will ask employees to acquire the highest level of licensing available.

To register on line for the LSW or LCSW exam contact the American Social Work Board: <http://www.aswb.org/examinfo> or call: 1-800-225-6880.

For detailed information on Licensure in Illinois and/or Wisconsin see:

Illinois Department of Professional Regulation: www.dpr.state.il.us
or call 217-782-8556

Department of Regulation and Licensing in Wisconsin: www.drl.state.wi.us
or call 608- 266-2112.

Forms to verify degree completion should be sent to the Loyola University Office of Registration and Records: 820 N. Michigan Ave, Chicago, Ill. 60611 and not the School of Social Work.

Some states may require detailed course descriptions and field evaluation to verify clinical content for licensure. Students are strongly urged to keep copies of syllabi and field evaluations for ease in this documentation.

XVI. Awards

There are a number of honorary awards granted by the University and/or the School of Social Work. These include:

Alpha Sigma Nu National Jesuit Honor Society.

Criteria:

1. Upper 15% of class
2. Service in the School of Social Work Community
3. Commitment to the ideals of Jesuit higher education

4. Completed application
http://www.luc.edu/socialwork/msw/pdf/msw_alpha.pdf
5. Two letters of reference

President's Medallion—Founders Day Award.

Criteria:

1. Nominated by the faculty of the SSW
2. Service to the School and the community within three years immediately prior to enrollment in the School of Social Work.
3. At least 27 and no more than 45 semester hours completed, including two semesters of fieldwork.
4. GPA of 3.7 or better
5. Upon nomination, a student is requested to submit a resume and brief statement of their accomplishments.
6. Final selection is made by the Awards Committee.

Dr. Joseph Lassner Award

This award is presented to an individual for outstanding services to students through the School of Social Work Student Organization (SSWSO). The recipient is selected based on the votes of the members of the SSWSO executive committee. This award is named after the faculty member who was the founder and first liaison to SSWSO.

The Writing Awards in the School of Social Work

1. MSW students are eligible to apply for the Loyola School of Social Work Writing Award. This \$250.00 award with two honorable mention awards of \$125.00, recognizes excellence in preparation of a paper. The competition is announced early in the spring semester. Papers are read and a winner selected by a committee of faculty and professionals in the social work community. The award is generally given at the graduation reception in the spring.
2. The Jimmy and Dorothy Fuerst Award is an annual writing award presented by a former faculty member of the School's Social Welfare Policy Sequence. The Award is based on a competitive review of papers submitted by students. The papers must discuss a complex policy issue.

XVII. Financial Aid in the School of Social Work

BSW Financial Assistance

Financial aid for students in the BSW program is administered by the financial aid office. Please refer to the following Loyola University Chicago Web page for additional information. Students in the BSW program may be considered for the scholarships for which they are eligible that are awarded in the University. Please refer to: [//www.luc.edu/financialaid/about_basics.shtml](http://www.luc.edu/financialaid/about_basics.shtml) for additional information.

In addition, the Mary McClory Scholarship is an award to a junior in the BSW program who is interested in a Career in Child Welfare. Please contact the Director of the BSW program concerning further information on this award.

MSW Financial Assistance

1. Graduate Department Scholarships and Graduate Assistantships

a. Graduate Scholarships

Each year the School of Social Work awards approximately 50 scholarships available from the Scholarship Endowment of the School. Scholarships will cover only partial tuition costs and students are encouraged to also seek alternate support for educational costs.

b. Graduate Assistantships

The School of Social Work awards Graduate Assistantships to approximately 30 or more students each year in the School of Social Work. These awards include some tuition remission and a monthly stipend. This is a work-related award and to be eligible for a graduate assistantship students are required to be full-time in the School of Social Work and able to contribute 7 hours each week to work in the School.

To be considered for one of these awards:

- i. Complete the financial aid application for the School of Social Work*.
- ii. Apply and be accepted to the School of Social Work (Current students are asked to submit applications by January 27th. New students in the School of Social Work are advised that applications received after March 15th will be considered for these awards, as funding is available).
- iii. Demonstrate strong academic skills in studies and promise in the field of social work.
- iv. Students who receive an agency or school stipend through their fieldwork are not eligible to receive scholarships or graduate assistantships.
- v. Students who are receiving scholarship award or tuition remission from other units within or external to the university are not eligible for these awards unless there is a prior agreement with the administration of the agency assisting the student and the administration in the school of social work.

*Applications for scholarships and graduate assistantships in the School of Social Work are sent with the letter of acceptance or can be downloaded from the School of Social Work, M.S.W. web site: www.luc.edu/socialwork/msw.

Awards are made in the fall of each year and therefore the application should be submitted by January 27 for current students and by March 15 for new students in the MSW program.

2. Stipend Field Placements

A small number of field placements provide monthly stipends to students. Generally, these are in the second year of the MSW program. Additional information can be obtained from the Director of Internships and Student Services at the School of Social Work.

3. Federal Stafford Loans

Scholarships and Graduate Assistantships, if awarded, will only cover a portion of the tuition of the MSW program. It is strongly recommended that students make application for the Federal Stafford Loan available to support students in graduate school. Both part-time and full-time students are eligible for these loans. The maximum Federal Stafford Loan per academic year is \$18,500.00 for full-time graduate students. Many graduate Social Work students are enrolled in the program continuously Fall, Spring and Summer terms. If students are continuously enrolled or plan to begin the program in the summer, contact the graduate financial aid counselor in the office of student financial assistance: gradfinaid@luc.edu, to determine eligibility for additional federal Stafford loans.

To determine eligibility: File a free application for Federal Student Aid (FAFSA) each year with the U.S. Department of Education. For timely processing, file the FAFSA early (between Jan. 1 and March 1) and include Loyola University Chicago's school code **001710**. A FAFSA application can be completed on line at www.fafsa.ed.gov or with a paper application available from any financial aid office.

Eligibility for Stafford Loans requires that the applicant

- a. Be a U.S. citizen or eligible non-citizen
- b. Not be in default on existing Federal Student Loans
- c. Be at least a half-time student in an eligible degree seeking program

4. Alternative Private Student Loans

The terms and conditions of private educational loans are similar to the Federal Stafford Loan. Often students who are not eligible for Federal Student Loans or students who want to supplement their federal Loans will apply. A preferred alternative loan lender list is available at www.luc.edu/finaid.

5. Emergency Loans

The school of Social Work administers two emergency loan funds. The George Williams Loan Fund assists graduate students with non-education related emergencies. The Irma Piepho Loan Fund assists graduate students with educational expense related emergencies. Both loan funds carry repayment obligations, which include principal plus interest. These emergency loan funds are available to enrolled graduate students. Graduate students are encouraged to exhaust all other possibilities prior to applying for these emergency loans. Receipt of these loans will influence the students' financial aid award package. Information and applications may be obtained from the Director of Internships and Student Services.

6. DCFS Reimbursement

DCFS employees are often eligible for reimbursement. Upward Mobility will generally provide partial payment for two courses in the fall and spring terms and one course in the summer. The Child Training Institute may offer additional assistance for students that they have accepted for the balance of the tuition for courses approved by students' advisors as a part of the program plan. It is the students' responsibility to submit vouchers and agreements to pay tuition to the Office of Financial Aid: attn Larry Fortune and Edward Moore at the Granada Center on the Loyola Lake Shore Campus Room 360.

XVIII. Standing Committees of the School of Social Work

The MSW Admissions and Scholarship Committee

The MSW Admissions and Scholarship Committee serves as a joint committee of the faculty and the administration on matters of admission and scholarships to the MSW program of the School of Social Work. As such, it makes recommendations to the faculty, and Dean, about policies surrounding admissions and scholarships.

Membership and Structure: Two faculty members appointed by the Dean, and the Student Advisor, comprise this committee. The Dean of the School of Social Work and the Associate Dean for Academic Affairs are ex-officio.

The Committee shall annually:

1. Review and recommend criteria for admissions including academic and personal qualifications of applicants.
2. Advise the Student Advisor concerning the interpretation of admissions criteria, and suggest strategies for enhancing diversity in the student body.
3. Review policies related to scholarships.
4. Report to the faculty on matters of admissions, including maintaining diversity in the student population.
5. The Committee as its own discretion may consider other matters related to admissions policy and procedure.

The Committee on Student Affairs (CSA)

Five faculty members appointed by the Dean and two students elected by the student association comprise the membership of the Committee. Student members participate in the policy-making functions of the Committee. At the request of the student bringing a grievance, student members of the Committee may be present at a grievance hearing but may not be present during the decision making relative to the decision. Students do not have access to school records pertinent to other students and do not vote on matters pertaining to other students' program plans retention, or dismissal.

The faculty on the Committee are divided into two panels, either of which may be assigned to hear a grievance or serve as a consultant. A panel which has previously served as a consultant may not hear a grievance concerning the same issue.

Two students are appointed by the SSWSO to serve on the Committee on Student Affairs. Students primarily participate in policy-making functions of the Committee. At the request of the individual being reviewed the student representatives may participate in Committee hearings as non-voting members.

The Chair of the Committee does not serve on a panel unless a substitute is necessary for one of the panel members.

Student Consultation: Students may have questions about the appropriateness of utilizing CSA for an issue related to an academic issue. Confidential consultation is available with one of the Chairpersons of the Committee prior to filing a grievance to discuss options with the students as well as grievance procedure. Once the Chairperson gives consultation to students, they are not able to sit on a review panel should there be a CSA hearing.

Committee Functions:

1. Policy Development

The Committee is responsible for policy development, which relates to academic standards and grievances. The Committee makes recommendations regarding policy to the faculty. In addition, the Committee is responsible for the implementation of these policies.

2. Academic Standards

The Committee develops policy regarding grades, student retention or dismissal, academic honesty and ethics, student writing expectations, plagiarism, confidentiality, and the private practice of social work while a student.

3. Consultation to faculty

Faculty may ask for review by a CSA panel on an issue related to student academics where resolution of the situation is unclear and/or gain further information about procedures. This can occur in two ways:

- a. By the Chair. The Chair of the CSA may serve as a consultant to the faculty concerning an issue that a faculty member is considering bringing to the Committee. This will ordinarily relate to the process or procedures of the Committee but might relate to whether or not a particular issue should be brought before a panel.
- b. Formal Consultation. If a matter is brought to the Committee for formal Consultation, a three-member panel of the CSA will serve as a consultant to any advisor who request consultation relative to a student's functioning in the program. The panel may make recommendations about how to deal with a particular issue. Student members may not be present during a consultation.

4. Grievances

- a. Policy Development. The Committee develops policy regarding and procedures for handling grievances (see section XII of the *Student Handbook*)

- b. Grievance Hearings. In accordance with the Grievance Policy of the School, a three member panel will be designated by the CSA Chair to hear a grievance.

5. Appeals of Dismissal

At the request of a student who has incurred dismissal a three-member panel will meet with the student to hear extenuating circumstances. (See Appeal from Dismissal in the School of Social Work Bulletin and Section XII of the *Student Handbook*).

Committee on Field Instruction

The School of Social Work Committee on Field Instruction is responsible for overall policy development for field instruction. It is charged with development of goals and general policy; the coordination, planning, and sharing of information about field placements; the assessments, selection, and termination of placements; and the instructional program for field instructors (orientation and development).

The members of the Committee are the Internship Coordinator, two faculty representatives, and two students. All Committee members have a vote. The Committee elects a Chairperson for a one-year term. The Committee meets regularly. The Chair is responsible to the Associate Dean for Academic Affairs, who also is an ex officio member of the Committee.

Curriculum Committee

The MSW Curriculum Committee articulates the philosophy, which under girds the curriculum and focus of the MSW program. It formulates policies regarding the curriculum content and structure of the program, reviews proposed new courses at the MSW level, and recommends the addition of new courses and other changes in the MSW curriculum to the faculty. This Committee also monitors the implementation of the curriculum. The Committee is responsible to the faculty since curricular content and structure lies within the purview of the faculty. The MSW Curriculum Committee consults with the Dean and other members of the administration to facilitate the implementation of the curriculum.

The Committee consists of a representative from each sequence (Field, Research, HBSE, Methods, Policy) and a student representative. The MSW Program Director is an ex officio representative to the committee. The School of Social Work Student Organization selects one student representative.

XIX. School of Social Work Student Organization

All students in the Loyola School of Social work are encouraged to participate in activities that will enhance their professional and personal development outside of the classroom, to give leadership to fellow students and to organize activities and programs that represent their interests. The School of Social Work Student Organization provides the structure to encourage students to organize in their own interests. Historically there

have been separate organizations that represent the undergraduate, MSW program at Water Tower Campus and MSW program at Carthage. Beginning fall 2006, one student organization will provide opportunities for students at all three program levels and the Carthage program. Within this structure, sub-committees of a variety of sorts, including the various program levels, will address the unique needs of students.

Mission of the Loyola School of Social Work Student Organization

To provide for student needs and support student interests.

Objectives

The objectives of the School of Social Work Student Organization:

1. To serve as a vehicle for the active participation of the student body in academic and professional issues of the Loyola School of Social Work.
2. To provide a means of student communication to the School Administration
3. To provide a channel for social action for the student body.
4. To facilitate relationships and exchanges among students in the School of Social Work, between the student body and the faculty, with the different programs and organizations in the School of Social Work and with organizations within the University and the community.
5. To provide input to the Director of Internships and Student Services in planning annual activities that affect students: orientation, graduation, professional development and career planning events.

Membership

Each student in the School of Social Work is considered a member of the Student Organization.

Structure Student Organization Leadership

The identified leadership cores within the student organizations are the officers of the organization. Responsibilities of officers include:

1. Decision making and coordinating related to student activities.
2. Identify information and/ or resources supportive to students.
3. Recruit student representatives on the School of Social Work faculty Committees: Field Work, Curriculum, MSW admissions, Committee on Student Affairs.
4. Provide feed back and communication for students in the SSW on resources and activities available.
5. Provide information to administration on student concerns.
6. Act as student representatives to the School of Social Work Administration.
7. Review the allocation of resources for student activities and specific events such as: special speakers, programs, social events, meetings, and needed programs.
8. Represent the social work students within the University by participation in the Loyola Student Organization Structure.
9. Represent the Loyola Social Work Student Community in the external community (NASW, other schools of social work, etc.).
10. Recruit and assign student representatives to the faculty committees.

11. Review new student committees to address duplication of efforts of current committees and assist in recruitment of members and accessing resources as needed.
12. Provide and end of the year report with recommendations.
13. Consult with the organization's appointed liaisons in implementing plans.

**Student Organization Representatives to the Faculty Committees
(Admissions, Field Work, Curriculum, and Committee on Student Affairs)**

Committee Representatives are recruited and assigned by leadership of the SSWSO. Representative responsibilities include:

1. Attend the faculty committee meetings.
2. Responsible for providing needed information to the SSWSO and students on the work of the committee, as appropriate.
3. Responsible for giving the faculty committee student feedback.

SSWSO Committees (special interest groups)

Students interested in specific agendas or areas are encouraged to present a plan of objectives to the committee representatives who will then help them to access resources as available and needed.

Activities of Committees

1. Represent specific interests that may affect a specific number of students or all students in the School of Social Work.
2. Hold discussion meetings or host Student Organization meetings to present or consider topics, activities and programs relevant to the goals.
3. Committee Chair or their representatives may work with the organization leadership to share information, plan events and/or seek support.

Committee Chair Person

Committees change from year to year, depending upon student interest. Examples of committees that have been successful in the past and have represented student interests and have worked collaboratively for mutual support of student programs include:

- BSW/MSW Committee
- The Erickson/MSW dual degree Committee
- The Gay, Lesbian, Transgender Committee
- The Graduation Committee
- The International Students Committee
- The Men's Group Committee
- The Part-Time Student Committee
- The Professional Development Committee
- The Social Events Committee
- The Social Workers for Social Justice Committee
- The Spirituality and Social Work Committee
- The Student Mentorship Committee

The Student Newsletter Committee
The Woman's Study/MSW Committee

Responsibilities of Committee Chair Person include:

1. Writes a statement of the purpose and goals of the committee.
2. Informs the Student Organization Leaders of their activities
3. Writes an end of the year report of the committee activities.
4. Recruits individuals who will provide leadership for the next year, if needed.

Student Communication

The student organization leaders inform students through email and the *Student Association Informer* E-newsletter as well as at planned student organization meetings.

XX. University Support Services for Students

The University Libraries: <http://libraries.luc.edu/>

The libraries at Loyola provide materials to assist students with studies and research, as well as space for quiet study. Loyola has six libraries on the four Chicago and area campuses: Cudahy Library and the Science Library at the Lake Shore Campus; Lewis Library and the Law School Library at the Water Tower Campus; the Medical Center Library at the Medical Center; and the Education Library at the Mallinckrodt Campus. Cudahy Library specializes in the humanities and the social sciences; the Science Library in the Sullivan Center covers science disciplines plus psychology and nursing; Lewis Library has a general undergraduate collection and materials to support the program in criminal justice, business, and social work. The Education Library supports the School of Education with a comprehensive education collection. Resources from all six libraries are available to students. Students may request materials from libraries on other campuses be delivered to a library on their home campus.

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

Online Catalog: Pegasus

The Loyola library system has a World Wide Web-based online catalog which 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. Students can use the catalog not only in the library, but also from the computing labs, dormitory rooms, or even from home. Ask at a reference desk for more information on accessing the catalog from off campus. Reference librarians are available to help students use all library resources.

Electronic Resources

The libraries' Web site provides access to hundreds of databases, thousands of electronic journals and many other online resources for research. Many of these resources contain the full text of articles, which can be read or printed in the libraries, the labs or at home. The libraries conduct ongoing evaluation of online products in order to provide the Loyola community with the widest possible access to the most appropriate research materials available electronically. Librarians are available at every reference desk to advise on research strategies and to provide quick training on electronic resources. The libraries and Information Technologies also collaborate in offering a service of Short Courses covering the options for learning about the Internet and its research potential. 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.

Instruction and Reference Services

Library staff is readily available to assist students with finding information and answering questions at reference desk in each library or by phone. For lengthy research questions, students are encouraged to use the Reference-By-Appointment service. The University Libraries offer instructional services and programs that will prepare you for the high-speed world of online research. Librarians will discuss the research process, illustrate how to use the library resources to explore subjects and define a topic; demonstrate the use of online database for locating books and journal articles; and teach you how to evaluate and cite electronic information.

Loans

At the Cudahy, Science, Lewis, and Education libraries' books are loaned to undergraduate students for four weeks during the academic year and for two weeks during the summer sessions. Graduate students may charge out materials for the semester, subject to recall by other users. Books may be renewed at any library; however, books may not be renewed by phone. Fines are 25 cents per day for overdue books. There is a four day grace period; five days after the due date the fine is retroactive (\$1.25) and each day after is 25 cents. The charge for a lost book is the current list price plus a \$15.00 processing fee.

Periodicals and Microforms

The periodical stacks and the microform facilities located in the Mezzanine area of Cudahy Library, on the first and second floors of the Science Library, and on the eighth floor of Lewis Library. Assistance is available at the periodical information desk at each library.

Loyola MSW at Carthage: <http://www.carthage.edu/adulted/msw/msw.html>

In addition to the Loyola University Library, students in the Loyola MSW program at Carthage can utilize the Hedberg Library, located on the north side of the chapel. The Library houses three units of Academic Information Services – academic computing, library and media services. The Library telephone number is (262) 551-5900.

Hedberg Library provides a variety of services to support academic inquiry and research. The circulation desk checks library materials and simple media equipment in and out of the library. Reference librarians also offer research assistance and classroom instruction in library and computer resources by appointment.

Library Cards: Your Carthage ID Card is your library card. You must have it to charge out materials.

Computer Services: www.luc.edu/is

Loyola University's Water Tower campus has nearly 150 computers available for student use. Available software includes WordPerfect 8.0, Microsoft Office 97, statistical applications (SPSS), and Internet applications (Netscape, FTP, and Telnet). Loyola offers free electronic mail and access to the Internet from any on-campus computer, as well as free Internet dial-up service for students with a computer and modem at home.

All in-coming Loyola students are issued a universal computer ID and a GroupWise e-mail account at the beginning of the academic year. Important messages to students are communicated through e mail and therefore it is important that students access e-mail.

For further information about computing centers, labs, and services, please see luc.edu/infotech, or contact Information Technologies, located in Room 700 of the 25 E. Pearson Building, by calling 312-915-6950.

Carthage Computer Services for Loyola MSW at Carthage

All Loyola MSW students will be issued computer login information for use at the Carthage campus. Students must be logged into the network in order to print in any of the computer labs or to access folders placed on the campus servers by professors. Logging in also gives students access to a Carthage e-mail account.

Questions about the campus network or the computer labs should be directed to the Computer Center Help Desk at Carthage College (262) 551-5950.

Mail, Student Mailboxes and Bulletin Boards: www.luc.edu/is

The primary means of communication to students in the School of Social Work is by e-mail, utilizing the Loyola Computer ID address. Announcements, events, changes in procedure or schedule are broadcast by the administration in this manner. It is the students' responsibility to check these messages on a regular basis and to be responsible for managing forwarding email to another account should this be preferred.

Student Mailboxes: All students have a folder, which is located in a file cabinet: at Water Tower it is in the lobby of the 12th floor of Lewis Towers. Letters and other messages are placed in these folders and constitute a major medium for communication with students. Students therefore should check their folders frequently.

The School maintains several bulletin boards on the 12th floor of Lewis Towers at WTC. One bulletin board (labeled School of Social Work) is reserved for important and/or official information. Students should consult this board to remain informed of developments within the School.

Student Mailboxes and Bulletin Boards at the Loyola MSW at Carthage

All students have a folder located in a file cabinet outside the School of Professional Studies Office, Lentz Hall 415. Letters and other messages are placed in these folders and constitute a major medium for communication with students. Students are therefore advised to check their folders frequently.

The Loyola MSW at Carthage maintains a bulletin board, located outside of the MSW classroom, Lentz Hall 231. Students should also consult this board to remain informed of developments within the program.

Health Insurance and Student Wellness Center: www.luc.edu/wellness

Loyola University Chicago's Board of Trustees requires that all undergraduate students enrolled for 12 or more credit hours and all graduate and professional students enrolled for 8 or more credit hours (or registered for thesis or dissertation supervision) at the start of fall semester have individual health care insurance. Students in the MSW at Carthage program and students who are part time are **not** automatically enrolled in the program.

If you meet the enrollment criteria above, you will be **enrolled automatically** in Loyola's Health Care Plan for Students and your account will be billed accordingly. If you are covered under another equivalent plan or have an individual policy in place, then **you must complete a waiver to opt out the plan to avoid unwanted charges on your tuition bill**. For more information about the Loyola Health Care Plan for Students and to obtain the waiver, please follow the links below to:

https://www.hthstudents.com/group/waiver/waiver_faqs.cfm

Students who are not full time in the program, are enrolled in the Loyola MSW at Carthage program, or wish to enroll family or dependents should refer to the information on the Loyola University web page for additional information:

https://www.hthstudents.com/group/waiver/waiver_intro.cfm?id=luc0012005xpw

For more information about the Loyola Health Care Plan for Students, please follow the links below to: https://www.hthstudents.com/group/waiver/waiver_faqs.cfm

The Student Wellness Center is located on the lakeshore Campus in the lower level of Champion Hall at 144 Loyola Ave; Telephone: 773-508-2530; Fax: 773-508-8790; Immunization Fax: 773-508-2505.

Counseling Services

Limited counseling services are available at Lewis Towers in the Career Center on Tuesdays from 8:00 a.m. to 6:00 p.m. Students may talk with a nurse practitioner at the Student Life desk at 25 E. Pearson on Wednesdays from 12:30 p.m. to 5:00 p.m. about

their health concerns. The Wellness Center has made special arrangements with Northwestern Memorial Physicians Group to provide same day medical service to Loyola students in the downtown Chicago area. All visits to the Wellness Center will be by appointment only. Same day appointments are usually available. Emergencies will continue to be accepted immediately. The office also has information about how to enroll in the student health insurance plan available to all Loyola University of Chicago students.

Personal Counseling for Loyola MSW at Carthage: Students who wish to discuss family or personal issues with a counselor on the Carthage Campus should contact (262) 551-5727. The office of the counselor is located in the basement of Johnson Hall (the dormitory, not the H.F. Johnson Art Center).

Students with Disabilities: <http://www.luc.edu/depts/lac/disabilities/>

At the Chicago Water Tower campus, through the University Office of Services for Students with Disabilities located at the Lake Shore campus, Loyola offers a wide range of accommodation for students with documented disabilities. These services include alternative supervised testing, note takers, readers, and researchers, sign language interpreters, print enlargement, assistive technology, and other accommodations. All accommodations are determined on a case-by-case basis in consultation with the Coordinator of Services for Students with Disabilities.

All students requesting accommodations must contact the Coordinator at least four weeks in advance of needed assistance. Students with learning/cognitive disabilities must have appropriate documentation no older than three years. Loyola does not provide testing for learning disabilities but maintains a list of referrals to professionals who offer such services. Loyola does not cover the cost of testing.

Students attending at the Carthage College Campus should direct questions concerning services for students with disabilities to the Assistant Director of the M.S.W. at Carthage College at 262-551-5991.

Writing Skills: <http://www.luc.edu/depts/english/writctr.htm>

Students are expected to demonstrate good writing skills both in school and fieldwork settings. 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. If students need assistance in improving your writing skills, contact the Writing Center at the Water Tower Campus, Lewis Towers 313B (lower level), Tel: 312-915-6089. Hours Tuesday and Wednesday: 4-7:30 P.M.

Information on services for improving writing skills for the Carthage College Campus students only should be directed to the Assistant Director of the M.S.W. program at Carthage College at 262-551-5991.

The Career Center: <http://www.luc.edu/career/>

Recognizing that career development is a lifelong process, the Career Center counsels, educates and empowers members of the Loyola community to identify and implement their personal and professional goals. The center provides guidance, support, resources and opportunities to help individuals bring their self-concept into focus and to clarify the connection between identity and satisfying work. Workshops on resume writing, interviewing, and job search strategies are presented every semester. Students may have resumes critiqued and discuss interviewing strategies to clarify job search plans. At Water Tower Campus, the Career Center is located in Room 101. The Telephone number is 312-915-7300. Water Tower Campus, Maguire Hall, Rooms 244 & 246.

Students enrolled in the MSW at Carthage may also utilize the Carthage College Career Center, located Lentz Hall 427. Services include resume critiques and job search strategy assistance. The center has a number of guides with information useful to job seekers.

Learning Assistance Center: <http://www.luc.edu/depts/lac/disabilities/>

The Learning Assistance Center offers services designed to help all students at Loyola achieve to their fullest academic potential. The support services include individual and group sessions for improving study skills, and workshops on special topics such as reading, test taking, and test anxiety. The office is located on the Lake Shore Campus. For further information, please call 773-508-2741 or visit the Study Skills website at luc.edu/depts/lac/skills.

The Writing Center: <http://www.luc.edu/depts/english/writctr.htm>

Ph.D. students from Loyola's English Department staff the Writing Center. They can assist student in developing strategies for ideas, organization, style, punctuation, grammar and documentation. For an appointment at the Water Tower Campus, please call 312-915-6089. They are located in 25 E. Pearson, Suite 605. Tuesday: 10am -1:30.

The Loyola MSW Program at Carthage offers limited assistance through the Carthage writing center. Services include assistance with research planning, writing and editing. For help, email mswwritingservices@carthage.edu.

University Ministry: <http://www.luc.edu/ministry/>

The staff of the University Ministry is available to all members of the Loyola University community at Water Tower campus. University Ministry offers a multi-dimensional approach to serving at Water Tower campus.

The liaison chaplain for the School of Social Work and the other University Ministry staff of Christian and Jewish denominations offer spiritual direction, pastoral counseling, retreats, interfaith services and social awareness programs such as Hunger Week, immersion experiences in Guatemala and Belize, and outreach services. Along with these programs, University Ministry staff of various denominations is available and

present on the campus to help students in their personal development and serve them personally in whatever capacity they can.

At the Loyola MSW at Carthage, the office of the Carthage Pastor is in Siebert Chapel and the telephone number is (262) 551-5812. The office of the Catholic minister is in Siebert Chapel and the telephone number is (262) 551-5810.

Hillel's Graduate Social Work Program at Loyola

This organization of Jewish students and faculty provides leadership helping Jewish social work students plan activities that address ethnic, religious, and social needs. All students are invited to its functions. Patti Ray is the Hillel advisor and staff person in University Ministry. Her telephone number is 773-508-2200.

Safety and Security: <http://www.luc.edu/depts/safety/phone.html>

The Department of Campus Police, Security, and Safety is available to help students with safety concerns 24 hours a day. The department can be reached by calling 8-6039 or 44-911 for emergencies. Either number can be accessed by using the gray phone boxes scattered throughout the campus. For emergencies only, the yellow emergency phone boxes provide one touch dialing and can also be found throughout the campus.

The Water Tower campus security department provides a walking escort service for students in the immediate vicinity of campus. Escorts are handled on a first-come, first-served basis. To request an escort, please call 8-RIDE from any campus phone and the first available officer will meet students. Students can stop by the 25 E. Pearson front desk to request assistance.

Lost and found items will be held for a period of 30 days. To inquire about a lost item, please call 8-6039 and be sure to inform the dispatcher on which campus your item might have been lost. Or simply stop by the 25 E. Pearson front desk.

The security department has a limited number of Kryptonite bicycle locks to loan, free of charge. If students have forgotten their lock and wish to borrow one, they may call 8-6039 or stop by the 25 E. Pearson front desk. Students can also register their bike with the department so that vital information will be available should it ever be stolen.

The University has no parking facilities at the Water Tower campus. However, several area parking structures give a discount with validation to Loyola students. Parking stamps are located at the 25 E. Pearson front desk.

In compliance with the College and Security Information Act, and the 1991 Campus Security and Student Right to Know Act, the Security department posts weekly, monthly, and annual statistical crime information, as well as a crime map, on the several bulletin boards around campus. For help in locating a bulletin board or for further information, please call 8-6039 or stop by the 25 E. Pearson front desk.

If students wish to report an incident, they can use one of the yellow emergency phones by simply pressing the red button. Or students can dial 44-911 from any campus phone.

Either way a dispatcher will connect students 24 hours a day. When students call, they should remain calm, remember to give all relevant information, answer all questions, and remain on the line until told to hang up. Officers will be dispatched by radio.

The Department of Campus, Police, Security, and Safety is committed to making Loyola a safe and worry-free environment. If students have questions or comments regarding personal safety of any other issue, feel free to contact the supervisor to set up an appointment.

XXI. Shuttle Bus/ U Pass www.luc.edu/depts/safety/phone.html

The University provides some shuttle bus service between the three Lakeside campuses. For schedule information, call Ext. 8-6039 or stop by the front desk of the 25 E. Pearson Building.

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

Summer Participation: Loyola University does not participate in the Summer U-Pass Program. Please check with [CTA](#) for weekly and/or monthly passes.

Distribution: The Date and place of distribution is posted at <http://www.luc.edu/upass/> on the Loyola Web page. A photo ID will be required to pick up a U-Pass.

Student Eligibility: All full-time (12 hours or more) undergraduate students at the Water Tower and Lake Shore Campuses and Graduate students enrolled for 8 or more credit hours at the Water Tower and Lake Shore Campuses. The current U Pass Fee is \$88. 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.

The U-Pass Program is not available to students enrolled at the Graduate Social Work program at Carthage, doctoral studies or doctoral supervision. Contacts: **Visit:** www.transitchicago.com **E-mail:** dbennet@luc.edu (Dixie Bennett, Loyola U-Pass Administrator) **ALL replacement requests must be completed in person at CTA general offices at 567 W. Lake Street.** Take the Green Line to the Clinton stop and head east one block. Go to the CTA Customer Service Department, second floor, to request a new U-Pass which will be delivered to your school within **5-7 business days.**

Student Services Resources on the Water Tower Campus

- [The Hub](#) One stop information service for all Student Services.

Location: 25 E. Pearson, Lobby
Phone: 312.915.7344
E-mail: onestop@luc.edu
Hours Monday - Thursday: 8:30 a.m. - 6 p.m.
Friday: 8:30 a.m. - 5 p.m.

- [Bookstore](#)

Location: 845 N. State St. (Corner of State and Chestnut Streets)
Phone: 312.915.7420
E-mail: bkswt@bncollege.com
Hours Monday - Thursday: 9 a.m. - 6:30 p.m.
Friday: 9 a.m. - 5 p.m.
Saturday: 10 a.m. - 3 p.m.
Sunday: Closed

- [Campus Card Office](#)

Location: Lewis Towers, Room 504
Phone: 312.915.7756
Hours: Monday - Thursday: 9:30 a.m. - 6 p.m.
Friday: 9:30 a.m. - 5 p.m.

[Career Development Center](#)

Location: Maguire Hall, 1 E. Pearson, Suite 220
Phone: 312.915.7300
E-mail: careercenter@luc.edu
Hours
Monday, Tuesday, Thursday, Friday: 9 a.m. - 5 p.m.
Friday: 9 a.m. - 5 a.m.
Walk-in Hours
Monday: 10 a.m. - 11:30 a.m. and 1:30 p.m. - 3:30 p.m.
Tuesday: 10 a.m. - 11:30 a.m. and 1:30 p.m. - 3:30 p.m.
Wednesday: 2:30 p.m. - 5 p.m.
Thursday: 2:30 p.m. - 5 p.m.

- [Information Technology & Services](#)

Phone

Computer Labs: 312.915.7221

Technology Call Center: 4.4444 (on campus) or 773.508.7190 (off campus)

Lab Hours

25 E. Pearson, Room 201 and Room 1402

Monday - Thursday: 7 a.m. - 9:30 p.m.

Friday: 7 a.m. - 9 p.m.

Saturday: 9 a.m. - 7 p.m.

Sunday: 10 a.m. - 9:30 p.m.

25 E. Pearson, Room 710

Monday - Thursday: 8 a.m. - 9:45 p.m.

Friday: 8 a.m. - 9:45 p.m.

Saturday: 10 a.m. - 3:45 p.m.

Sunday: 12 p.m. - 6 p.m.

25 E. Pearson, Room 709

Monday - Thursday: 9 a.m. - 9:45 p.m.

Friday: 9 a.m. - 9:45 p.m.

Saturday: 10 a.m. - 3:45 p.m.

Sunday: Closed

Lewis Towers, Room 410

Monday - Friday: 7 a.m. - 10 p.m.

Saturday: 8 a.m. - 5 p.m.

Sunday: Closed

- [Learning Assistance Services](#)

Location: 25 E. Pearson, Room 605

Phone: 312.915.6984

Hours

Monday and Tuesday: 9 a.m. - 5 p.m.

Thursday: 9 a.m. - 2 p.m.

Friday: 9 a.m. - 12 p.m.

- [Lewis Library](#)

Location: 25 E. Pearson, 6th floor

Phone

Circulation: 312.915.6622

Reference: 312.915.6631

Periodicals: 312.915.6620

Hours

Monday - Thursday: 8 a.m. - 11 p.m.

Friday: 8 a.m. - 6 p.m.

Saturday: 10 a.m. - 6 p.m.

Sunday: 12:00 - 6 p.m.

- [Office of the Bursar/Cashier's Office](#)

Location: Lewis Towers, Room 504

Phone: 312.915.6160

E-mail: bursar@luc.edu

Hours

Monday - Thursday: 9:30 a.m. - 2 p.m. and 3 p.m. - 6 p.m.

Friday: 8:30 a.m. - 2 p.m. and 3 p.m. - 5 p.m.

- [Office of Student Financial Assistance](#)

Location: Lewis Towers, Room 609

Phone: 773.508.3155

E-mail undergrad: lufinaid@luc.edu

E-mail grad: gradfinaid@luc.edu

Hours Monday - Friday: 8:30 a.m. - 5 p.m.

- [Registration and Records](#)

Location: Lewis Towers, Room 504

Phone: 312.915.7221

Hours

Monday - Thursday: 8:30 a.m. - 6 p.m.

Friday: 8:30 a.m. - 5 p.m.

Extended hours during peak periods will be posted outside the office.

- [Social Work Add or Enter Closed Classes, Transfer Credit](#)

Location: Lewis Towers, Room 1200

Undergraduate: Dr. Edward Gumz

Phone: 312.915.7015

E-mail: admission@luc.edu

Graduate: Dr. James Marley

Phone: 312-915-7033

E-Mail- Friday: 8:30 a.m. - 5 p.m.

- [School of Social Work Drop or Withdraw from Classes](#)

Location: Lewis Towers, Room 1200

Undergraduate: Dr. Edward Gumz

Phone: 312.915.7015

E-mail: admission@luc.edu

Graduate: Susan Scholten

Phone: 312-915-7038

E-Mail- Friday: 8:30 a.m. - 5 p.m.

- [ResNet](#)

Phone: 4.RNET (on campus) or 773.508.7500 (off campus)

Hours Monday - Friday 9 a.m. - 5 p.m.

Online: Visit resnet.luc.edu and log a service request with the Call Track System. Please list all phone numbers where we might reach you and a good time to contact you, keeping in mind our operating hours above. After you enter a service request, you may revisit it at any time to check its status, to add

or delete information or to close it out if the problem has been resolved.

- [Services for Students with Disabilities](#)

Location: 25 E. Pearson, Room 607
Phone: 312.915.6316 or 773.508.3770
E-mail: lblanch@luc.edu

Hours

Wednesday: 9 a.m. - 5 p.m.

- [Shuttle Bus Service](#)

Please note: Shuttle bus service is not available during the summer. Service will resume at the start of Fall Semester 2006.

Shuttle buses run a continuous loop between the Lake Shore Campus (LSC) and the Water Tower Campus (WTC), Monday through Friday, starting at 7:30 a.m. from the Lake Shore Campus. The last shuttle bus of the day is scheduled to arrive at the Lake Shore Campus at 11 p.m. There is no shuttle service on Saturday or Sunday.

Under perfect conditions (good weather, no traffic), the shuttles will make the trip between WTC and LSC in less than half an hour. During peak travel periods or inclement weather, the trip may take longer.

The evening run to Metra Stations from the Water Tower Campus remains unchanged. There is one Metra shuttle only at 9:05 p.m., Monday through Friday.

- [Tutoring Center](#)

Location: 25 E. Pearson, Room 205

Hours

Tuesday and Thursday: 2:30 p.m. - 4:30 p.m.
Friday: Noon - 4 p.m.

- [U-Pass](#)

U-Pass Hotline: 312.664.7200 ext. 3051

Hours

Monday - Friday: 8 a.m. - 4:30 p.m.

- [Writing Center](#)

Location: Water Tower Campus
25 E, Pearson, Suite 605
(312-915-6089)

Tuesday: 10am - 1:30pm

Lake Shore Campus

Sullivan Center 245

(773) 508-3194

Monday: 10am - 6pm

Tuesday thru Thursday: 10am - 8pm

Friday: 10am - 2pm

- [Wellness Center](#)

Health Services for Loyola Students at WTC

Loyola students can schedule appointments, usually for the same day, with the Northwestern Memorial Physicians Group (NMPG), the primary care affiliate of Northwestern Memorial Hospital (NMH). You must identify yourself as a Loyola student, faculty or staff member. Payment is expected at the time services are rendered.

Location: Galter Pavilion, 201 E. Huron Street, Suite 12-105

Phone

To schedule an appointment: 312.926.3627

To ask a question about payment: 312.926.2224

School of Social Work Faculty and Staff Directory

Name	Title	Office #	Phone/E-mail
<u>Allen, Doris</u>	Office Assistant	LT 1222	312-915-7005 dallen@luc.edu
<u>Barrios, Luis</u>	Co-Coordinator, Latino Child Welfare Training Initiative		
<u>Boland-Prom, Kim</u>	Assistant Director	Lentz Hall 328H	262-551-5840
<u>Chapman, Stephanie</u>	Director of the School Social Workers Program	LT 1211	312-915-7338
<u>Crawley, Brenda</u>	Associate Professor	LT 1239	312-915-7008 bcrawle@luc.edu
<u>Fuerst, Ruth</u>	Director, Family and School Partnership Program	LT-1212	312-915-7021 rfuerst@luc.edu
<u>Gilbert, Carlean</u>	Assistant Professor	LT 1221	312-915-7035 cgilbe2@luc.edu
<u>Goldsmith, Lynn</u>	Coordinator, Type 73, Post-Masters Program		847-295-0052 LRG1212@comcast.net
<u>Grossman, Susan</u>	Associate Professor	LT 1213	312-915-6456 sgrossm@luc.edu
<u>Gumz, Edward</u>	B.S.W. Program Director	LT 1223	312-915-7015 egumz@luc.edu
<u>Janiak, Joanne</u>	Administrative Assistant	LT 1212	260-551-5383 jjaniak@carthage.edu
<u>Kilbane, Terri</u>	Associate Professor	LT 1235	312-915-7026 tkilban@luc.edu
<u>Laurie, Leah</u>	Director of B.S.W. Fieldwork	LT 844	312-915-7254 llaurie@luc.edu
<u>Lee, Daniel B.</u>	Full Professor	LT 1207	312-915-7024 dlee@luc.edu
<u>Levy, Alan</u>	Associate Professor	LT 1204	312-915-7094 alevy@luc.edu
<u>Lucente, Randolph</u>	Associate Professor	LT 1233	312-915-7031 rlucent@luc.edu
<u>Lundy, Marta</u>	Associate Professor	LT 1215	312-915-7007 mlundy@luc.edu
<u>Marley, James</u>	Associate Dean of Academic Affairs	LT 1219	312-915-7033 jmarley@luc.edu
<u>McDonnell, Tom</u>	Administrative Manager	LT 1232	312-915-7011 tmcdonn@luc.edu
<u>Medina, Ivan</u>	Clinical Assistant Professor	LT-846	312-915-7013 imedina@luc.edu
<u>Mindell, Robert</u>	Co-Coordinator, Latino Child Welfare Training Initiative	LT 1218	773-915-7032 rmindel@luc.edu
<u>Munn, Eric</u>	Administrative Assistant	LT 1210	312-915-7093 emunn@luc.edu
<u>Northcut, Terry</u>	Director of the Doctoral Program	LT 1227	312-915-7034 tnorthc@luc.edu
<u>Overbeck, S.J., Jerome</u>	Chaplain	1 E. Pearson 238	312-915-7186 joverb2@luc.edu
<u>Perri, Craig</u>	Fieldwork Coordinator	Lentz Hall	262-597-8171 cperri@carthage.edu

<u>Peterson, Sandy</u>	Student Advisor/Field Liaison	328G Lentz Hall 328F	262-551-2126 speterson@carthage.edu
<u>Matthews Rasheed, Janice</u>	Professor	LT 1206	312-915-6680 jashee@luc.edu
<u>Riccardi, Nina</u>	Student Advisor	LT 1225	312-915-7289
<u>Simon, Shirley R.</u>	Assistant Professor	LT 1205	312-915-7310 ssimon@luc.edu
<u>Singh, Shweta</u>	Assistant Professor	LT 1237	312-915-7249 ssingh@luc.edu
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<u>Spira, Marcia</u>	Associate Professor	LT 1229	312-915-7580 mspira@luc.edu
<u>Tyson, Katherine</u>	Full Professor	LT 1231	312-915-7028 ktyson@luc.edu
<u>Vidal de Haymes, Maria</u>	Full Professor	LT 1217	312-915-7020 mvidal@luc.edu
<u>Wall, Jack</u>	Full Professor, Dean	LT 1208	312-915-7030 jwall@luc.edu