

Loyola University Chicago School of Social Work

Master's of Social Work (MSW) Student Handbook

Revised Summer 2019

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

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I. THE SCHOOL OF SOCIAL WORK

The School of Social Work at Loyola University Chicago was established in 1914 to offer a Master of Social Work (MSW) degree, and an undergraduate major in Social Work was later established in 1973. In 1985, a doctoral program leading to the DSW (Doctor of Social Work) degree was approved by the University's Board of Trustees, and began in the fall of 1986. In the spring of 2000, the faculty approved the Doctoral Program as a Doctor of Philosophy (Ph.D.) from the DSW. The Ph.D. is offered under the educational direction of the faculty of the School of Social Work in the Graduate School. The last reaffirmation of accreditation of the MSW Program by the Council of Social Work Education was in 2015.

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

The School of Social Work is increasingly global in scope and 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. The School of Social Work is committed to removing all forms of discrimination and prejudice, including socioeconomic variances, differences in gender expression and sexual orientation, physical, cognitive and emotional challenges, as well as those based 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 bachelor's, master's, and doctoral program levels.

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

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

III. 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 practice concentration in mezzo/macro practice in the fall of 2005: Leadership and Development in the Social Services (LDSS). The School of Social Work 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 practice concentration 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 also expanded geographically over time and is now situated in two locations: downtown Chicago and Kenosha, Wisconsin. In addition, the MSW program offers several dual degrees in social work and law, divinity, women's studies & gender studies, and child development. Throughout its development, the MSW program has focused on practice excellence that is founded upon solid ethical and professional principles.

VI. MSW PROGRAM GOALS, VALUES AND ETHICS

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

GOALS

The primary purpose of the MSW program is to prepare students for advanced practice of social work. The program has two concentrations: 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) concentrations emphasize the development of high quality practice skills in service to others. Both concentrations stress the complex interconnectedness of people and social systems, the uniqueness of all individuals, and a rigorous evaluation of biopsychosocial issues. Students are expected to develop a thoughtful approach to practice that is based 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, and 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 concentration emphasizes the promotion of knowledge and skills in supervisory, managerial, and/or administrative practice within a variety of agencies and organizational settings. The LDSS concentration 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 concentration 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.

To summarize, the goals of the MSW program are:

To prepare students for advanced clinical or mezzo/macro-level practice, which includes understanding and mastering the competencies and practice behaviors associated with the Educational Policy and Accreditation Standards (EPAS) of the Council for Social Work Education (CSWE).¹

To prepare students to be appropriately eligible to be licensed master's level practitioners who are active members in the social work profession, and who identify with the profession's goals, values, and codes of ethics.

To be leaders and advocates in promoting social and economic justice, respecting diversity, and for meeting human biopsychosocial needs.

To appreciate the complexity of human and social behavior and to develop the requisite skills in the critical and ethical analysis of social and behavioral science knowledge, its application to social work practice, and in the delivery of social services.

To contribute to advancing and disseminating social work knowledge.

VALUES AND ETHICS

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

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

1: See the School of Social Work's Field Manual located on the School of Social Work website for the description of the EPAS competencies and associated practice behaviors.

Action in accordance with the standards of professional integrity and the profession's standards of ethical practice as defined in the NASW Code of Ethics and the School's Code of Conduct.

DIVERSITY

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

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

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, gender, gender identity and expression, sexual orientation, socioeconomic status and other factors, and a consciousness of the practice choices and challenges posed by similarities and differences.

V. MSW FOUNDATION AND ADVANCED CURRICULA

The foundation content taught in the MSW program is premised on a generalist perspective of social work practice. Courses at the foundation level are intended to allow students to develop an understanding and demonstrate through course assignments and activities, as well as through the first level field practicum the foundation EPAS competencies and related practice behaviors. The overarching perspective of the foundation curriculum includes: a) the values and ethics commonly held by the social work profession; b) the use of the person-in- environment framework for understanding factors on micro, mezzo and macro levels that enhance and/or impede growth; c) the importance of a biopsychosocial orientation in assessing and intervening with various client systems and their environments. Generalist content is evident in the foundation courses across the curriculum. Integration of generalist content throughout the curricula 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 concentrations 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 concentration.

The advanced curriculum at Loyola is organized into two practice concentrations, clinical and LDSS. Again, courses at the advanced level are designed to allow students to further develop knowledge and demonstrate mastery of the advanced EPAS competencies and related practice behaviors in the practice concentrations by deepening knowledge, values, and skills in a particular concentration of social work practice. The concentrations utilize 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 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 practice concentration that they select.

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

ADVANCED PRACTICE: CLINICAL SOCIAL WORK CONCENTRATION

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 clinical social work concentration utilize 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, and compare and contrast methods of intervention, but are careful to respect the viewpoints of their colleagues, and 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 clinical social work concentration, students are required to select one of four specializations: Health, Mental Health, Children and Families, 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. All students are required to submit their declaration of specialization with their online application for a 2nd level field placement. The form is located is on the School of Social Work Website, in the Fieldwork tab under Current Student Resources.

The particular areas of focus for advanced clinical social work practice may be generally, although not exclusively, defined by fields of practice, that serve populations in need of growth, support, and assistance in coping with stressful and changing situations within an organizational and policy context designed to serve those populations. Students also learn to advocate for clients and influence the environment to help client systems engage and utilize resources and services. Clinical social workers influence these environments to facilitate client growth. The four specializations that a student can choose from are not mutually exclusive in terms of the practice behaviors and competencies that are stressed and have some areas of overlap with regard to actual practice. However, as each practice specialization allows students the opportunities for electives, they are able to take courses from any concentration, regardless of their particular specialization. These specializations consist of:

The Health 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 Child and Family 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 and Family specialization 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: Students must formally apply for this specialization. Students who wish to specialize in schools must decide and apply sooner to make sure that they meet the Illinois State Board of Education (ISBE) requirements listed below. The key dates are noted below as well. School social work is defined as a specialty by a number of national and local organizations. Illinois, along with several other states, requires individuals to be licensed to practice as a school social worker. In order to be licensed, individuals must receive their training through accredited institutions of higher learning in the State of Illinois. Students who are attending the School of Social Work program at Carthage College are required to meet the Illinois standard since they are part of Loyola University Chicago's School of Social Work. Appendix A contains specific information about ISBE Requirements, the timing of application if a student wishes to be included in the School Social Work Specialization, and specifics related to our post-graduate School Social Work program.

In addition to passing the exams prior to acceptance into the school program (see Appendix A) and interviewing for an internship, students who pursue the School specialization must complete their school level internship (which is the *entire* academic year of the school they are placed in). Students must have a minimum grade of C or higher in the 4 required courses for the specialization and a passing grade in field. Students who fall below this requirement will no longer be eligible for this specialization.

ADVANCED PRACTICE: LEADERSHIP AND DEVELOPMENT IN SOCIAL SERVICES (LDSS) CONCENTRATION

The Leadership and Development in Social Services (LDSS) concentration 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.

Whether rooted in a generalist or clinical model of professional education, when promoted to

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

The advanced concentration practice area of LDSS 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 MSW 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).

SUB-SPECIALIZATIONS

In addition to the specializations at the advanced level, the School of Social Work has four sub-specializations. Students are required to have a specialization, but are not required to have a sub-specialization. The sub-specialization has additional requirements on top of the requirements of the specialization noted above.

Gero-Ed Sub-Specialization Program: The Gero-Ed sub-specialization prepares students to work with adults, age 55-105+ and their families through life transitions and health and illness. The focus is on strengths and challenges of aging, giving consideration to clinical interventions and policy implications. This one year sub-specialization is associated with field placements that provides opportunity for work with older adults and their families and results in a certificate of completion given by the SSW.

This sub-specialization is only compatible with the Health and Mental Health specializations. Application for this sub-specialization is required. The application process is competitive - not all students will be eligible to pursue this sub-specialization. The application is available on the School of Social Work website under the Gero-Ed link. Students fill out the application and submit it to Program Director, Dr. Marcia Spira, at mSPIRA@LUC.EDU.

Migration Studies Sub-Specialization Program: This sub-specialization is designed to prepare social work professionals for international, transnational, and domestic practice with internally displaced persons, immigrants, and refugees. This program is compatible with all of the aforementioned specializations. Migration courses are taken in conjunction with specialization requirements. Students must complete the requirements of a main specialization i.e. Health, Schools, LDSS, Child and Family, or Mental Health.

The study abroad program in Mexico (classes and field) compliments this sub-specialization but is not required. For information and application forms see the School of Social Work

website under the Migration Studies Sub-Specialization. In addition, for more information on the field abroad option, see the Field Work Manual (located on the School of Social Work's website).

Application for the sub-specialization program is required. Students interested in this sub-specialization must complete the application and submit it to Dr. Maria Vidal de Haymes (mvidal@luc.edu). To obtain the application for the Migration Studies Sub-Specialization, visit the School of Social Work website.

Group Work Sub-Specialization Program

The Group Work Sub-specialization develops students' expertise in the theory, application, and skills needed for effectively working with groups. This sub-specialization addresses both clinical and administrative group work for the purposes of therapy, support, education, social skills, self-help, social action, staff development, team building, meetings, committees, coalitions, and boards of directors. The Group Work Sub-specialization is compatible with all specializations.

Application for the sub-specialization program is required. Students interested in this sub-specialization must complete the application and submit it to Professor Shirley Simon (ssimon@luc.edu). To obtain the application for the Group Work Sub-Specialization, visit the School of Social Work website.

PACES

The purpose of Pathways to Academic, Career and Employment Success (PACES) Scholarship is to recruit, educate and train economically, academically, ethnically and/or environmentally disadvantaged full-time MSW graduate students who want to pursue clinical social work careers in primary care sites within medically underserved communities (MUCs) following their graduation. The PACES scholarship is funded through the Scholarship for Disadvantaged Students (SDS) program by the Health Resources and Services Administration (HRSA), the Department of Health and Human Services (DHHS).

This program is compatible with the Mental Health, Health, and Children and Families specializations. The program consists of 60 credit hour requirements. Application for this program is required. The application process is highly competitive with limited stipend availability. Not all students will be eligible to pursue this program. The application is available on the School of Social Work website. Students may fill out the application and submit it to the project director, Dr. Caleb Kim at Ckim4@luc.edu.

CERTIFICATES AND POST-MASTER'S PROGRAMS

In addition to the curriculum fulfilling the requirements for an MSW degree, the School of Social Work has 2 programs that can result in either certification or eligibility for certification/licensure.

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

Admission eligibility:

The CADC-E program is a Fall Admit program only. MSW students interested in this program must apply and be accepted in the fall (i.e., first term of his/her program). BSW students are eligible to apply for the program in the fall of their junior year. Five year students are eligible to apply for the program in the fall of their senior year. Students who do not meet this eligibility criteria cannot apply for CADC-E until they complete the MSW program. Spring and summer admits are only eligible for this program after completion of their Master degree. Students must apply for this program via the School of Social Work website.

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

Program: Internal students refer to the content under the Schools Specialization. This section is for External Students ONLY. Students interested in pursuing the PEL endorsement, which enables them to be a social worker in a public school in Illinois, must meet the requirements of the Illinois State Board of Education (ISBE) and Loyola School of Social Work. Our program prepares students to be eligible to pursue the license. Students should consequently view the [PEL Licensure requirements](#), as that is a process monitored externally from the School of Social Work and is bound by ISBE requirements, therefore no exceptions can be made.

Admission eligibility: Student must already have a Master in Social Work from an accredited program to be eligible for this endorsement program. Student must pass all four sections of the Test of Academic Proficiency (TAP) formerly known as Basic Skills Exam AND the Content Area test for school social worker (184) (Refer to Section Below on ISBE Requirements):

<http://www.icts.nesinc.com/index.asp>. Applications are to be submitted by March 1st.

Program Requirements: Students must successfully complete 14 credits (2 required classes and one externship) and pass the ISBE Content Area Test for school social work (ISBE #184) before the start of the second semester of the externship. Students must receive a grade of "C" or better in each class. Students are must remain in attendance at the externship throughout the entire school year (August-June).

ACADEMIC PLANNING

The MSW program requires completion of 60 credit hours, including two internships totaling 1,200 total hours. Students who are in the Advanced Standing (AS) or 5-Year programs require the completion of 28 credit hours. Dual-degree programs may require additional hours. Students are encouraged to consult with their advisor regarding specific requirements for their program and to review the course templates, which are available on the School of Social Work website. The School of Social Work website offers multiple examples of academic plans depending on the students' interest/specialization and time frame (full or part-time, fall, or spring entry, etc.).

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

Students in the Advanced Standing program on campus may attend full-time or part-time. Students that attend full-time take 4 classes plus field in fall and spring to complete their degree in one year. Students in the Online Bilingual MSW Advanced Standing program attend part-time for 4 semesters (spring, summer, fall, spring).

In terms of financial aid, 8 credit hours is considered full-time in fall and spring. Students should note that four credit hours in summer constitutes full-time status and also allows students to be eligible for financial aid. For further information about deadlines and requirements as it pertains to tuition and financial aid, go to the Office of Financial Aid website.

VI. MSW ADVISING

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

The advisor's role is to:

- Advise students with regard to academic matters and approve the student's program plan template each fall and spring semester.
- Review the student's educational progress toward graduation and answer questions about academic policies and requirements.
- Refer students who have learning disabilities, academic difficulties, or situational stresses that hinder learning to the appropriate campus resources such as the Writing Center, Student Accessibility Center, and the Wellness Center.

Students are expected to:

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

VII. REGISTRATION, INDEPENDENT STUDY AND COURSE AUDITS

Registration at Loyola University of Chicago is done on LOCUS. PLEASE NOTE: The School of Social Work does NOT assign your registration time. The University assigns enrollment times based on completed LUC hours two weeks prior to registration. You can visit your "Student Center" in LOCUS to check your enrollment time. Students are encouraged to put courses in their "shopping cart" prior to their enrollment appointment to make the process faster.

Incoming students unfamiliar with the LOCUS process do not need an in-person appointment with an advisor in order to enroll in classes. Instead they are encouraged to review the following link which outlines the process.

Class Registration: <http://www.luc.edu/regrec/locushelp.shtml>

REGISTRATION BLOCKS

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

FIELD INSTRUCTION CLASS

To receive academic credit for field experiences, students must enroll in field instruction courses. The same procedures for registration and withdrawing are followed as with any class. PLEASE NOTE: STUDENTS ARE NOT TO BEGIN FIELD UNTIL THEY ARE OFFICIALLY ENROLLED IN CLASS.

In the MSW program, field instruction classes are located under SWFI in LOCUS. Students must also register for one of the corresponding Social Work field instruction Integrative Practice Seminar (SWFI 530S and SWFI 630S) classes. These courses must be taken concurrently with the first half of internship.

If for any reason a student needs to drop out of their internship, the student must obtain formal approval from their Field Liaison and the Internship Coordinator prior to leaving the agency. It should be noted that the disruption of an internship can lead to a non-passing grade which can result in dismissal from this program. Students should consult with the SSW's Fieldwork Manual which can be found on the website.

OVERRIDE POLICY FOR CLOSED COURSES

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

- If it is a student's final semester, and the student needs the course for graduation.
- If the course is required for a student to graduate on time, but the course will not be offered again prior to the student's anticipated final semester.
- All other sections of the course are full.

Academic Advisors can do an override if the student meets the criteria above. Students requesting an override should email their advisor the following: their name as it appears in LOCUS, student ID#, course requested, course section or class number, and a contact number. Students should *not* email the Program Director or Associate Dean for overrides, as requests need to be sent to your advisor to confirm the override is necessary.

The University Registrar's Office does not control access to social work classes. Please do not call the office of Registration and Records if you cannot get into a class.

WITHDRAWING AND ADDING COURSES

Students who wish to add, drop, or change sections of a course can do so via LOCUS. Students should be aware that they may incur partial tuition cost by dropping a course after the semester has begun. Students need to consult the School of Social Work Academic Calendar that corresponds to their program on the website for add, drop, withdraw, and late registration change deadlines. Dropping a course before the beginning of the term will result in no financial responsibility. Complete withdrawal from all classes after the start date will result in tuition charges according to the withdrawal schedule available on the School of Social Work's calendar and/or the Office of the Bursar's website. Students who are graduating who would like to change their schedule are advised to consult with their academic advisor to be sure that they understand the implications of the change.

INDEPENDENT STUDY

Independent study is an area of study relevant to the School's curriculum that is developed by the student and faculty member directing the independent study course. It is intended to supplement and enrich the elective part of the curriculum. Independent studies are NOT intended to substitute for required courses. Further, students may not take an independent study until their 500 level courses are completed. An independent study course may offer one, two, or three credits. Students can only do one independent study per semester. The maximum number of credits that can be earned by a student through independent study is six credits.

An independent study is formalized when a full-time faculty member of the student's choice agrees to sponsor a course of study proposed by the student. The faculty member and student contract together regarding the expectations for the course. A major work product is required but will vary depending on the nature of the proposed course agreed upon with the instructor. All independent studies must be formally approved by the Program Director.

An Independent Study Request Form can be found on the School of Social Work website. A copy of the completed form with the instructor's signature, including a written proposal summarizing the product to be submitted should be given to the Program Director for formal review and approval. Other copies should be kept by the student and the instructor. The Program Director will register the student for the course via LOCUS after the above procedure has been completed. Note that students will need to report the number of credit hours requested on the independent study form if it is beyond one credit hour. SOWK 690 represents the MSW independent study course.

AUDIT

Permission to audit a course must be obtained from the Associate Dean and the course instructor. MSW students must complete the form found on the School of Social Work website and submit it to the Associate Dean for approval:

Auditing of graduate level courses, rules:

In order to audit a course, the student must (1) complete the audit request form, (2) receive approval from the program/department offering the course, and (3) submit this form to the Associate Dean of the School of Social Work.

The completed form must be received by the School of Social Work by the end of the second week of the semester, or by the end of the first week of the summer. The School of Social Work will not approve a request received after the deadline.

Once a course is converted to "audit" for a student, it will not be re-classified as a "for-credit" course (i.e., a course that is being audited may not at any time be counted as credit hours completed toward degree requirements).

The tuition rate for audited courses is 50% of the regular (for credit) tuition rate (see the University's schedule

of classes for information on tuition and fees). Students will be billed for the full rate and then receive an adjusted statement. In order to avoid payment fees, students must pay 50% of the full tuition upon receipt of the first bill.

The program/department offering a graduate course designates which courses may be open to auditors.

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

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

I. GRADING POLICY IN THE SCHOOL OF SOCIAL WORK

No students may graduate with less than a 3.0 average for all graduate-level courses taken for credit and any undergraduate courses taken for MSW credit.

As noted in course syllabi, the primary letter grades are assigned using the following criteria:

- A = Exceptional work: outstanding: this grade will be assigned to work that shows extensive use of the literature as well as wide use of concrete examples from practice and careful attention to use of professional language, good grammar and sentence structure in written products.
- B = Fully meets undergraduate standards: this grade will be assigned to work in which all aspects of assignments are completed satisfactorily, showing a combination of accurate use of theory and principles, and precise descriptions of practice.
- C = Overall performance is satisfactory
- D = Overall performance is poor
- F = Failure: overall quality of work is unsatisfactory (This will result in dismissal from the program)

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

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

INCOMPLETE GRADES

PLEASE NOTE: If you are on Academic Probation, you are not eligible for an incomplete grade (with the exception of field as appropriate).

Students are expected to complete coursework by the end of the semester. In exceptional circumstances, the instructor, in concert with the MSW Program Director 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.

To request an incomplete, students must first meet with the instructor. If the instructor approves the incomplete grade, the student will complete the Request for Incomplete Grade form located on the SSW website. Once the student and instructor have signed the form, it is submitted to the MSW Program Director for final approval. Any requests must be submitted by the last Friday of the class (prior to finals week).

The incomplete work should be finished according to the schedule approved by the professor, but no later than 6 weeks into the following term. Generally a grade of "I" becomes a grade of "F" if the work is not completed by this time frame.

An "I" grade will not impede a student's progress in the program. However, "I" grades do not fulfill the prerequisite to enroll in higher-level courses.

Students who have been granted an incomplete and subsequently take a leave of absence from

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

W

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. A “W” grade does not impact a student’s GPA.

WF

A grade of "WF" indicates withdrawal from a class after the approval deadline (see academic calendar for dates). A course with "WF" is counted as attempted credit hours in the computation of academic standing and is calculated as "F" (0 credit points) in the grade point average. This will impact a student’s GPA; however, dismissal is not automatic from the MSW program. This grade will result in a MSW student being placed on academic probation and at risk for future dismissal should the student incur probation again for any reason in a subsequent term. Students should consult with the University’s academic calendar to be clear about dates that would trigger a WF grade. A WF grade in a required course means the course must be repeated the next available term that the class is offered. Further, a WF in an elective cannot count toward credit hours.

FAILING GRADES – F AND NP

MSW students receiving a failing grade of “F” in any course or an “NP” in field are automatically dismissed from the program. Students will be withdrawn from pending classes immediately by the advising office. A letter will be sent to the student via email and registered mail. Dismissed students have the right to appeal the grade that led to their dismissal within 30 days of notification through Committee on Student Affairs. Should an appeal be approved and the student re-admitted into the program, it should be noted that students are not guaranteed re-enrollment into their internship or re-enrollment into previously withdrawn courses or closed classes. If an appeal is denied by CSA, students have a right to a secondary appeal to the Dean of the School of Social Work.

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

MSW PROGRAM TIME LIMITS

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

MSW students who take longer than four years to complete the program must file a Request for Exception Policy form (with the exception of dual degree students – see below). The form is available on the School of Social Work Website and must be submitted to the MSW Program Director. Approval by both the Director and the Associate Dean is required.

Students who extend their program beyond five years may also need to repeat certain courses as required for degree conferral.

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

LEAVE OF ABSENCE REQUESTS

A leave of absence is intended for students who wish to temporarily discontinue their graduate studies due to special circumstances (e.g., medical, personal or professional reasons). A student requesting a leave of absence must complete the online leave of absence form located on the SSW website. The student must discuss their academic plan with their academic advisor and obtain their signature on the form. Students are responsible for dropping their courses if they are enrolled for the term in which they have requested a leave of absence.

Students may take multiple leaves of absence that total no more than one full academic year (Fall/Spring/Summer), which does not need to be consecutive. Students need to apply for a leave of absence for the summer term, and it is recommended to consult an academic advisor to discuss how this decision impacts the student's overall academic plan. If a student does not return from a leave of absence after a year, their program will be discontinued and the student must complete an application for re-admission to the program.

After receiving the form, the MSW Program Director emails a confirmation of receipt. Once the request has been processed, the Director sends another confirmation to specify the dates of the leave, as well as to indicate any additional steps, if applicable. Once registration is open, the student can enroll in classes for the term selected to return.

IX. PROBATION

MSW ADMISSIONS WITH ACADEMIC PROBATION

When a MSW student is admitted on academic probation, the following conditions are engaged: Students are restricted to 3 credit-bearing classes during their start term if they begin in fall or spring, and must earn grades of a B or higher in all classes. Students who prefer to attend part-time may extend their probation over two semesters, and enroll in 2 credit bearing classes each semester. Grades of a B or better are required while the student is on probation. Students who begin in summer must take 2 credit-bearing classes during their start term, and are restricted to a maximum of 3 credit-bearing classes in fall, and must earn a grade of B or higher in all classes. Students admitted on probation may apply for their internship and begin the interview process, however they may not start an internship until they have met the conditions of probation. Other requirements may also be identified as appropriate when the student is admitted on academic probation and must be met accordingly. The MSW program's statistics course does not count as one of the courses required for enrollment.

The Associate Dean will monitor the student's progress and verify if the student has met the conditions of his/her probation, and release the student from probation. It is recommended the student should then consult with their Academic advisor so that a long-term academic plan can be developed. Should a student withdraw from a course during the probationary semester or receive a grade(s) of B- or lower, the student will be dismissed from the program. If a student is dismissed they have the right to appeal the letter grade that lead to the dismissal, but not the dismissal decision. Students admitted on probation may not go on academic probation for any reason in any subsequent semester. Doing so will result in dismissal from the program.

CONDITIONAL ADMISSIONS: STATISTICS REQUIREMENT

Students will be admitted conditionally to the program if they need to meet the school's statistics requirement. Students admitted on this condition must complete a statistics course by the end of their first start term with a grade of C or better. Students admitted for Summer II term may have until the end of fall semester to complete the statistics requirement. The statistics course can be taken in the MSW program through an online format, at a community college, or another institution either in person or online. No later than 14 days following the end of their start term, students admitted conditionally needing to meet the statistics requirement must provide an official transcript or certified letter from the institution where the course was completed documenting the completion of the course with a grade of C or better. The transcript or documentation must be provided to the Admissions Coordinator who will then remove the conditional admissions. Students who fail to meet this requirement will be dismissed from the program. There is no appeal process for an admissions dismissal.

ACADEMIC PROBATION FOR A GPA LESS THAN 3.0

Students are to maintain a cumulative grade point average of not less than B (3.0). Students who fail to maintain at least a 3.0 grade point average will incur academic probation. Note as well, students on academic probation are not eligible for incomplete grades (with the exception of field as appropriate).

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

Students who are on academic probation who have not yet started field (either SWFI 530 or SWFI 630) may not begin a field internship until they are off of probation. Students who will be moving into SWFI 531 or SWFI 631 the semester that they are put on Academic Probation can continue in field at the discretion and with input from the Director of Internships and Student Services.

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

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

ACADEMIC PROBATION FOR A GRADE OF C- OR LOWER APART FROM A FAILING GRADE

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

If students disagree with the grade that resulted in their probation they may request a CSA hearing as part of the due process. The Associate Dean will be responsible for monitoring probation and notifying the student when the student has fulfilled the requirements for dismissal from probation or the program. Should a student withdraw from a course during the probationary semester the student will be dismissed from the program.

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

from the program. Students can only be on probation one time and remain in the program. The dismissal decision may not be appealed (although if applicable, the grade that resulted in the probationary status may be appealed).

X. NON-ACADEMIC DISMISSAL AND PROFESSIONAL BEHAVIOR

All students at Loyola University Chicago School of Social Work are expected to adhere to the ethics of the profession as presented in the Code of Ethics of the National Association of Social Workers. Students are expected to adhere to the School's policies on Professional Conduct and on Academic Honesty which include:

ACADEMIC INTEGRITY

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.

Students are encouraged to utilize the Writing Center as well as the American Psychological Association Publication Guide to ensure that all work is appropriately cited. The SSW uses APA format for all courses within the major, and it is the School's expectation that students begin the program with this knowledge.

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

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

PROFESSIONAL ETHICS IN THE CLASSROOM AND FIELD

All students in the School of Social Work must adhere to the ethics of the profession as presented in the National Association of Social Worker's Code of Ethics.

Students are expected to adhere to the behavioral expectations of the University, which are respect for others, fitness of the student role, and honesty in all aspects of student conduct. Further, as

students, your conduct is governed by the terms and provisions of the University's Community Standards. These can be found at: <https://www.luc.edu/osccr/communitystandards/>

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

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

Students must be able to develop professional relationships with clients and/or client systems and have the capacity to be aware of their behavior and its impact 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.

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

The following material, from Western Illinois University defines behaviors identified by Lamb, Cochran and Jackson (1991), which may reflect the need for varying degrees of action.

Problematic behaviors refer to a student's behaviors, attitudes, or characteristics that may require remediation, but are perceived as not excessive or unexpected for professionals in training. Performance anxiety, discomfort with clients' diverse lifestyles and ethnic backgrounds, and lack of appreciation of agency norms are examples of problematic behaviors that are usually remedied and not likely to progress into ethical misconduct, impairment, or incompetence.

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

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

- Inability or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior;
- Inability or unwillingness to acquire professional skills and reach an accepted level of competency; or
- Inability or unwillingness to control personal stress, psychological disorder, or emotional reactions that may affect professional functioning.

- Incompetence is defined as a lack of ability. This lack of ability may include inadequate professional or interpersonal skills, or academic deficiency. When students continue to provide social work services beyond their current level of competence they are violating the ethical standard of competence.

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

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

ENGAGING IN THE PRIVATE PRACTICE OF SOCIAL WORK

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

NON-DISCRIMINATION POLICY

Loyola University Chicago admits students without regard to their race, color, religion, sex, age, sexual orientation, gender identity, national or ethnic origin, ancestry, disability, marital status, parental status, military/veteran status, or any other characteristic protected by applicable law to all the rights, privileges, programs, and other activities generally accorded or made available to students at the school. Loyola University Chicago does not discriminate on the basis of race, color, religion, sex, age, sexual orientation, gender identity, national or ethnic origin, ancestry, disability, marital status, parental status, military/veteran status, or any other characteristic protected by applicable law in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs, or in any aspects of its employment of faculty and staff. If you have questions about this policy or believe you have been discriminated against because of your race, color, religion, sex, age, sexual orientation, gender identity, national or ethnic origin, ancestry, disability, marital status, parental status, military/veteran status, or any other characteristic protected by applicable law, please contact the EthicsLine reporting hotline at (855) 603-6988 or submit a report online at www.luc.edu/ethicsline.

Questions regarding Title IX may be referred to the Title IX Coordinator or the Department of Education's Office of Civil Rights. The Title IX Coordinator is Timothy Love, who can be reached at tlove@luc.edu or 773-508-3733.

Questions regarding Title VI of the Civil Rights Act of 1964 ("Title VI") may also be referred to Tobyn L. Friar, Interim Director of Financial Assistance, Sullivan Center, Suite 190, who can be reached at (773) 508-8636 or tfriar@luc.edu, or the Department of Education's Office for Civil Rights.

Questions regarding Section 504 of the Rehabilitation Act of 1973 ("Section 504") may also be referred to Shawna Cooper-Gibson, Assistant Provost for Student Academic Services, Sullivan Center, Suite 260, who can be reached at (773) 508-7067 or scoopergibson@luc.edu, or the Department of Education's Office for Civil Rights.

XI. SERVICES FOR STUDENTS WITH DISABILITIES

The Student Accessibility Center (SAC) supports, services, and empowers Loyola University Chicago students with disabilities. Students with documented disabilities are encouraged to register with the SAC office to receive support and accommodations (academic, meal plan, or housing) during their time at LUC. All requests for accommodations are determined on an individual case-by-case basis by an accessibility specialist. Student accommodations are formalized via a letter from the SAC office. The SAC does not automatically notify a student's professors or instructors. It is the student's responsibility to provide their accommodation letter to each individual instructor.

Students can register with the SAC at any point during their academic career, but it is strongly recommend that this process begin as early as possible as accommodations are not retroactive. The SAC is committed to maintaining the confidentiality of students with disabilities. Once the

student has registered for classes, students must activate their accommodations through SAC each semester. For more information, go to www.luc.edu/sac

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

The SAC Loyola University Chicago main office is located in the Sullivan Center suite 117, Lakeshore Campus. The SSWD Water Tower Campus office is located in Lewis Towers, 1240. Water Tower Campus office hours are by appointment only. Please contact SSWD at (773) 508-3700 or SAC@luc.edu for additional information.

XII. GRIEVANCES AND APPEALS

Academic grievances include questions regarding evaluation of students, cheating on examinations, falsification of research data, and plagiarism are included within the meaning of “academic”¹. Non-academic grievances include those that arise from matters involving scholarly competence and ethical professional behavior.

Regarding evaluation of students, the academic grievance procedure applies only to those cases in which the evaluation of the student is alleged to be capricious, in significant violation of clearly established written school policies, or as a result of improper procedures. An evaluation of a student is capricious if the evaluation is:

- 1) based partially or entirely on criteria other than the student's performance;
- 2) based on standards different from those standards of evaluation applied to other students;
- 3) based on a substantial departure from announced standards of evaluation.

In cases other than those noted above, an evaluation of a student is not a basis for an academic grievance.

In addition, academic grievances do not include disagreements related to school policy. Students that have constructive feedback regarding school policy may contact the Associate Dean.

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

ACADEMIC GRIEVANCE PROCESS:

To make a formal grievance petition, the student must complete the Grievance form within thirty days of the incident leading to grievance. In addition to the form, the student will need to attach a copy of their unofficial transcript, supporting documentation, a general time available to meet, a working contact number, and current mailing address. This information will need to be submitted to the Chair of the Committee on Student Affairs (CSA). The CSA chair's contact information can be found posted on the SSW website on the forms page.

GRIEVANCE HEARING:

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

The CSA chair sets up the hearing meeting. All parties to the grievance will have copies of all documents under consideration. The purpose of the hearing is to allow the hearing board to fully understand 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 members are not attorneys. Individuals from outside the University, including attorneys, are not permitted to attend. The student must notify the chairperson of CSA of the names of the members at least one day prior to the hearing. Notification of the hearing will be made in writing and sent by certified mail to the student.

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

1: 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.

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

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

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

GRIEVANCE APPEAL:

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

When students are dismissed from the program, they can reapply after one semester from the term that resulted in dismissal. (See page 31 for the Readmission procedure).

Students who are dismissed but re-admitted to the program must meet all conditions of their re-admission within the outlined timeframes without exception. Students who do not fulfill their re-admission requirements will be automatically dismissed with no further appeals possible (See Section XIV, Part B of this Handbook for information on the re-admission process).

Students in non-degree seeking programs who are not enrolled in the MSW program do not have the same rights to appeal dismissal as enrolled MSW students. The decision of whether or not a student may remain in the program is at the discretion of the Program Director for the certificate program.

XIII. ASSISTANCE WITH WRITING

Students are expected to demonstrate good writing skills both in school and fieldwork settings. They are also expected to demonstrate a working knowledge of APA format. The ability to express oneself clearly and concisely in written form is considered by Loyola to be an essential attribute because social workers are continually called upon to prepare written case summaries, psychosocial assessments, and other documents that convey information about clients. The School of Social Work does not expect students to write for publication, however a high level of proficiency is expected and will serve students well in future career endeavors. If students need assistance in improving their writing skills, they can refer to the University website for information about location and hours of the Writing Centers. **NOTE: Extensive use of direct quotations from outside sources, even if they are properly cited, does NOT constitute good writing at the graduate level.**

XVI. TRANSFER CREDIT AND ADVANCED STANDING

Who Can Get Credit?*

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

What Courses Count?

- You can obtain credit for Social Work courses from a CSWE accredited program at the Master's level if this was your degree program.
- You can obtain credit for non Social Work courses in another discipline if those courses did not count toward your degree (they were electives) and they related to social work. The courses will count as electives in our social work program.
- You cannot obtain credit for non-Social Work courses in another discipline if those courses were required for your degree.

Other Restrictions

- You must have obtained a B or higher in the course to get credit.
- Courses at community colleges do not count as those are not CSWE accredited programs.
- Credits awarded for non Social Work courses in another discipline (electives) are limited to 6 credit hours.
- You must have completed the course for which you are seeking credit no more than FIVE years prior to admission.

How and When to Seek Credit

- Newly admitted MSW students have three days from their acceptance into Loyola University Chicago School of Social Work (SSW) to request transfer credit for work completed at a previous accredited college or university.
- Students must submit a transcript (official or unofficial) and course description or syllabus for each course that they are requesting transfer credit consideration for.
- Students can submit their transfer credit requests electronically to MSWTransferCredit@luc.edu or send a fax to 312-915-7090, Attn: Academic Advisor Coordinator.
- The review process can take up to 30-45 days. An email will be sent to student's Loyola email address informing them of the outcome.

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

ADVANCED STANDING PROGRAM

The Advanced Standing Program is 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 32 credit hours toward the MSW degree. The Advanced Standing students take SOWK 505 (Groups) if no groups course was completed in their undergraduate program, or SOWK 604 (Advanced Groups) if the student has had some groups content. Students that have taken a groups course may petition a waiver for these requirements, and if approved, may take an elective course instead.

Field Placement Planning and Specializations for Advanced Standing Students: The Advanced Standing candidate enters the MSW program at the specialization year of study in which the fieldwork 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 ensure that there is an internship setting that supports the students' desired area of specialization. Students in the Advanced Standing program who are also in a dual degree program contact the Assistant Director of Academic Advising for requirements for the dual program.

PLEASE NOTE: Some Advanced Standing students who wish to go into the school specialization may not be eligible depending on when they apply.

XV. WITHDRAWAL FROM AND READMISSION TO THE SCHOOL OF SOCIAL WORK

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' advisor 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.

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

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

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

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

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

PROCEDURE FOR READMISSION TO THE SCHOOL OF SOCIAL WORK

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

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

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

*may need to be repeated**

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

1. Complete the [Re-Application For Admission Form](#) *This can be found on our website or contact the Admissions Coordinator for details*
2. Provide an updated Personal Statement addressing the following:
 - a. Explanation for leaving the program; *If you were dismissed from the program, please discuss your plan to address the conditions that led to your dismissal and your plans for successfully completing the program.*
 - b. Discuss reason for timing of re-application
 - c. Describe continued commitment to the social work profession
 - d. Minimum 500 words or 2 pages
3. Submit a copy of Loyola Transcript. *Courses which were completed more than 4 years ago may need to be repeated**

** If granted re-admission to the program, the Associate Dean of Curriculum will evaluate applicants' prior graduate social work courses to determine what credits can be accepted toward the degree requirements and what courses may need to be repeated.*

XVI. GRADUATION

Students apply for graduation in LOCUS. They are responsible for adhering to the time frames that are listed on the Registration and Records website for application (February 1 for August conferral, August 1 for December conferral, December 1 for May conferral). Students that miss the deadline for the time they are assigned will be required to submit a late graduation application and \$30 late fee.

XVII SOCIAL WORK LICENSURE

Students who have questions about licensure procedures and requirements should check the School of Social Work website. It is recommended that students review the NASW website for out of state licensure. Requirements vary by state.

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

XVIII. UNIVERSITY SUPPORT SERVICES FOR STUDENTS

THE UNIVERSITY LIBRARIES

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

Students will be required to present their Loyola University Chicago ID 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.

The Loyola library system has an 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. For more information, please see the Library website. <https://www.luc.edu/law/currentstudents/library/>

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

MAIL AND STUDENT MAILBOXES

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

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

HEALTH INSURANCE AND STUDENT WELLNESS CENTER

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

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

XIX. SHUTTLE BUS/VENTRA U-PASS

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

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

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

Student eligibility: All full-time (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 are eligible for the Ventra U-Pass. The amount is included in student fees and is valid from the first day of classes until the last day of final exams. This fee is non-refundable.

