

**Loyola University of Chicago  
School of Social Work  
B.S.W. Student Handbook**

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## **I. THE SCHOOL OF SOCIAL WORK**

The School of Social Work at Loyola University Chicago was established in 1914 and offers a program leading to the degree of Master of Social Work. The last reaffirmation of accreditation of the Graduate Program by the Council of Social Work Education was in 2006. An undergraduate major in Social Work was established in 1973. In 1985, a doctoral program leading to the DSW, (Doctor of Social Work), degree was approved by the University's Board of Trustees, and it began in fall, 1986. In the spring of 2000, the faculty approved the Doctoral Program as a Doctor of Philosophy (Ph.D.) from the DSW. The Ph.D. is offered under the educational direction of the faculty of the School of Social Work in the Graduate School.

The School of Social Work has the same relationship to the University as the eight other colleges of Loyola (Arts and Sciences, Education, Nursing, Business, Law, Medicine, Graduate School, and School of Professional Studies). It participates in the various service and administrative resources of the University and is dependent upon the University for Financial Support. The School of Social Work has autonomy for its internal operation; it has its own Dean; it controls its admission procedures in collaboration with Graduate Professional Enrollment Management (GPEM); it has jurisdiction over its curriculum; and it maintains student files.

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

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

socioeconomic variances, differences in sexual and gender orientation, physical, cognitive and emotional challenges, as well as those based upon age, race, ethnicity, gender, religion and culture. This concept of diversity recognizes that discrimination, prejudice and other forms of injustice negatively affect human development, and that social workers must understand those forces and implement interventions to empower people to eradicate them.

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

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

This handbook is divided into two sections. The first focuses on the MSW program, its goals, curriculum, academic requirements and procedures, disciplinary protocols and rights of the student to appeal. The second provides this same information related to the BSW program.

### **III. BSW PROGRAM OVERVIEW**

Loyola University Chicago's School of Social Work introduces students to the dynamic, changing and challenging profession of social work. Social workers help people of all ages and varying social and economic backgrounds in many settings including child and family agencies, programs for the mentally ill, programs for the developmentally and physically disabled, vocational rehabilitation and employment counseling, the criminal justice system, community centers, the child welfare system, hospitals, day care and schools.

Loyola's BSW program offers a unique blend of professional and experienced faculty, an excellent social work curriculum with a strong liberal arts base, and a wide range of opportunities for fieldwork and practical experience.

## **Benefits**

- Loyola BSW graduates have been very successful in obtaining employment in their field, with some becoming employed in the agencies where they had their senior placement. Some graduates have chosen to work in corporate environments; others are pursuing advanced degrees in social work, law, industrial relations, business administration and public health.
- Social work employers recognize the specialized education and skills that empower B.S.W. graduates to make an immediate impact on their organizations and in the lives of their consumers.

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

### **IV. BSW PROGRAM GOALS, VALUES AND ETHICS**

#### **A. PROGRAM GOALS**

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

1. To develop students' knowledge of social work practice with individuals, families, groups, organizations and communities for generalist practice in a variety of settings.
2. To develop students' understanding of social problems, related policies, and programs and services.
3. To prepare students to be critical consumers of social work research and to participate in the evaluation and development of knowledge for social work practice and programs.
4. To prepare students for practice with diverse populations.
5. To facilitate students' development of a professional identity that incorporates the values and ethics of the social work profession.

6. To prepare students for careers and/or graduate education in social work.
7. To prepare students for lifelong learning and critical thinking through an educational process combining a liberal arts foundation with professional social work education.

## **B. VALUES AND ETHICS**

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

1. 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.
2. 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.

## **C. DIVERSITY**

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

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

## **V. BSW CURRICULUM**

### **A. COHERENT AND INTEGRATED WHOLE**

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

Educational Policy and Accreditation Standards (EPAS) of the Council on Social Work Education.

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

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

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

For current information regarding course sequencing, terms of availability, and course numbers of required classes, students should visit the BSW website on the School of Social Work's website.

## **B. LIBERAL ARTS PERSPECTIVE**

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

The baccalaureate curriculum at Loyola University Chicago provides a solid liberal arts education for all undergraduate students. All undergraduate students at the University are required to complete the Core Curriculum for graduation. The curriculum content of the School of Social Work is in harmony with the values and ethics of the social work profession and is concerned about providing students with the knowledge, values, and skills to understand people and their social environments. Entry level social work practitioners must possess a broad

range of skills to assess client problems and strengths as well as to influence environments to make them more responsive to human need. Social work practitioners must use their knowledge, values, and skills to work with different populations, group sizes, and social problems.

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

The Engaged Learning component of core will always be completed when students successfully finish SOWK 340 (second half of a BSW internship) in their senior year. SOWK 340 is historically completed in the spring semester of a student’s senior year, but it may also be taken as part of a “summer block placement”. The entire program requires 120 hours which includes CORE, Major and Elective requirements.

**C. SPECIFIC CORE REQUIREMENTS FOR SOCIAL WORK MAJOR**

For each college or school at the university, there may be specific requirements related to the Core Curriculum. The BSW Program worked with the Core Curriculum Planning Committee to select curriculum that would specifically benefit social work students. Listed below are specific requirements for the undergraduate social work program.

<b>Loyola University Core Curriculum</b>	
Visit <a href="http://www.luc.edu/core">www.luc.edu/core</a> for a list of courses that count for Core. You must earn a grade of “C-” or better to use a course for Core.	
<b>Knowledge Areas</b>	<b>Course ▪ Term/Year ▪ Grade</b>
<b>College Writing Seminar (3 hrs)</b>	
<b>Artistic Knowledge and Experience (3 hrs)</b>	
<b>Historical Knowledge (6 hrs)</b>	
<b>Literary Knowledge and Experience (6 hrs)</b>	
<b>Quantitative Analysis (3 hrs)</b>	STAT 103, ISOM 241, PSYC 304, CRMJ 206
<b>Scientific Literacy (6 hrs)</b>	ENVS 204, ENVS 281, ANTH 101, ANTH 103, ANTH 105 OR ANTH 106
<b>Philosophical Knowledge (6 hrs)</b>	
<b>Societal and Cultural Knowledge (6 hrs)</b>	SOCL 101, PSYC 101
<b>Theological and Religious Studies Knowledge (6 hrs)</b>	
<b>Ethics (3 hrs)</b>	
<b>Engaged Learning (3 hrs)</b>	SOWK 340

For more information on the CORE, refer to the University’s website.

**Writing Intensive Requirement**



Students in the Social Work major are also required to take two writing intensive courses, one in the Core Curriculum and one in the major (SOWK 305-Human Behavior and the Social Environment). Specific sections of SOWK 201 are writing intensive and can count as a course from the Core Curriculum. As a result, both writing intensive requirements can be taken within the major as any university student can take SOWK 201.

### **Social Work Major**

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

**Required courses:** SOWK 200, 201, 301, 302, 303, 305, 307, 330, 340, 350, 370, 390, 501

**Sequence of courses:** SOWK 200, 201, and 301, 305, and 390 are prerequisites for the social work practice courses.

**Related course requirements for social work majors:** PSYC 101, SOCL 101, six hours of social science electives; and a three-credit human biology course (ENVS 204, ENVS 281, ANTH 101, ANTH 103, ANTH 105 OR ANTH 106).

**Requirements for the Honors Program:** Candidates for the honors degree must meet the general requirements for collegiate honors.

**Requirements for Field Placement:** All students who plan to graduate with a B.S.W. must fulfill the requirement of a one-year practicum in a community agency designed and approved by the School of Social Work. Students are required to complete a 480 hour internship their senior year.

## **D. COURSES**

### **SOWK 200 - Introduction to Social Work**

(3 cr.) Introduction to the social work profession through the identification of some of the human problems in society and the role of both society and social services in response to the problems discussed. Students have the opportunity to observe several social service agencies and to evaluate current ways in which agencies interpret social problems and administer services.

### **SOWK 201 - Social Welfare Policy and Services I**

*Prerequisite: Sophomore standing or by permission from chairperson*

(3 cr.) Analysis of institutional structures of welfare as they relate to social problems. Selected major values and interests in American society are used to analyze the social welfare institution. Students are expected to be able to describe and analyze current social welfare policies and social services, as well as to be familiar with how social welfare and social work have evolved within a historical, societal and political context.

### **SOWK 301 - Social Work Methods I**

*Prerequisite: SOWK 200; SOWK 201; SOWK 305; SOWK 390; Corequisite: SOWK 330*

(3 cr.) Fundamental social work concepts, skills and activities upon which practice methodology is organized. The structure of a generalist's practice methodology is evaluated from its applicability to social problems and in various social service settings. Didactic and experiential learning formats enhance professional development. A full semester of volunteer experience in a social agency is required.

### **SOWK 302 - Social Work Methods II.**

*Prerequisite: SOWK 301; Corequisite: SOWK 340*

Application of methodological principles to practice experience, emphasizing relationship skills, assessment principles, and intervention activities and goals. The active, purposeful and planned participation of both client and worker in the social work process is highlighted, as well as the worker's use of self as the major tool in the helping endeavor.

### **SOWK 303 – Social Work Practice with Groups**

*Prerequisite: SOWK 200; SOWK 201; SOWK 305; SOWK 390; Corequisite: SOWK 330*

(3 cr.) This course presents theoretical approaches to social work with small groups, with particular emphasis on the dynamics of small group process and appropriate worker intervention.

### **SOWK 305 - Human Behavior and the Social Environment**

*Prerequisites: Junior standing; SOWK 200; PSYC 101; ANTH 101 or equivalent; or by permission from chairperson*

(3 cr.) This course draws from biological, behavioral and social sciences content. Social systems theory, its applicability to understanding social functioning and the effects of larger systems on human interaction. Human diversity as an integral part of the knowledge base necessary for working with people. Theory and concepts are applied to social work practice.

### **SOWK 307 - Social Welfare Policy and Services II**

*Prerequisites: SOWK 201, SOWK 301; Corequisite: SOWK 330 or by permission from chairperson*

(3 cr.) Social workers within political, organizational and community contexts and their active participation in the implementation of policy and change. Policy skills as related to needs assessment, community analysis, and assessment of organizations as a backdrop to designing alternatives focusing on target populations, levels of intervention, strategy, evaluation and constituencies' expectations.

**SOWK 330 - Social Work Practice I**

*Prerequisites: SOWK 200, 201, 301, 305, 390, permission of fieldwork director; Corequisite: SOWK 301.*

(4 cr.) Provides a structured practice experience in a social agency setting where classroom theory is utilized and integrated with beginning practice skills.

**SOWK 340 - Social Work Practice II**

*Prerequisite: SOWK 330*

(4 cr.) Builds on the practice experience acquired in SOWK 330. There is continued emphasis on utilization and integration of theory.

**SOWK 350 - Integrative Practice Seminar.**

*Prerequisites: senior standing, SOWK 330; Corequisite: SOWK 340*

Provides an opportunity to assess and deepen integration of theory from courses and readings with practice experiences. Objectives are to strengthen professional identification and to facilitate the transfer from social work education to professional practice or graduate studies.

**SOWK 360 - Independent Study**

*Prerequisite: Junior standing*

(1-3 cr.) A course designed for individuals or small groups to focus on selected issues and problems in social work practice beyond the course offerings.

**SOWK 370 - Cultural Diversity**

*Prerequisite: Sophomore standing*

(3 cr.) An examination of the major economic, social, institutional and political forces which have shaped the experiences and life chances of persons within African, Asian, Mexican, Puerto Rican and Native American cultures. The course will explore the relevance of diversity to social work values and interventions. The concept of social and economic justice in relation to diversity will be explored.

**SOWK 390 - Introduction to Research Methods**

*Prerequisites: SOWK 200, 201, Junior standing*

(3 cr.) The course is designed to promote the development of a scientific stance and to enable students to acquire a basic knowledge of social work research methods and a beginning competency in using these as tools of generalist practice. A special emphasis is placed on interrelating various aspects of research methodology with tasks of the social worker and on enhancing professional accountability.

**SOWK 501 – Human Behavior in Social Environment II**

*Prerequisites: SOWK 200, 201, 301, 305, 390, Senior standing*

(3 cr.) This course focuses on deepening the student's knowledge of human behavior. Maladaptive patterns of adult psychological functioning are examined.

**Electives**

The following electives can be taken in any term with no pre-requisites.

SOWK 205

The following electives can be taken in senior year:

- SOWK 722
- SOWK 730/733
- SOWK 731
- SOWK 732
- SOWK 734
- SOWK 735

**Social Work Minor**

Students interested in a minor in social work should consult the School of Social Work regarding a sequence of six courses (totaling 18 hours) which must include SOWK 200, 201, 305, 390 and two social work electives. Grades of "C" or better must be earned in all minor courses. An application for the social work minor may be obtained at the dean's office.

**E. OPT OUT FIVE YEAR BSW/MSW PROGRAM**

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

The School of Social Work offers a 5-year BSW/MSW program that allows students to complete both levels of social work education in 5 years. This program is different than “Advanced Standing” in the School of Social Work as it is only offered to Loyola University BSW majors. In May 2013 the University approved changing the 5-year program from an “opt-in” program to a seamless, “opt-out” program. The new configuration admits all undergraduates to the BSW program with the assumption that by meeting particular standards they will move into the MSW specialization the year after receiving their undergraduate degree. Students do have the option of receiving their BSW and not going into the MSW program. The benchmarks are:

<b>Standards</b>
Overall 3.0 GPA at start of senior year
Average of 3.25 in all social work courses
Grades of B in first Practice course and first semester fieldwork practicum
Can completed BSW degree by end of summer session
* BSW students not eligible for 5 year continuation may be eligible for “Advanced Standing”
<b>Behavioral Comportment</b>
<i>[Any student who has demonstrated behaviors that are considered “disruptive” by Loyola University Chicago standards to the classroom and/or community settings as part of academic coursework and/or the NASW Code of Ethics may be refused immediate acceptance into the 5<sup>th</sup> year.]</i>

The BSW Program Director reviews the transcripts and files of BSW students at the end of their junior year and makes the determination of their approval for provisional matriculation into the MSW program after completing their undergraduate degree. Final determination of eligibility for the MSW program occurs at the completion of the first fieldwork practicum. BSW graduates who do not continue into the MSW program have other opportunities to apply for social work graduate education through the Advanced Standing program or standard two-year program.

BSW/MSW students who wish to specialize in schools must commit sooner to make sure that they complete specific requirements by March 1<sup>st</sup>. These include:

- Pass all four sections of the Test of Academic Proficiency (TAP) (formerly known as Basic Skills Exam) AND the Content Area Exam for School Social Worker (184)
- *Note: Students may substitute a composite ACT Plus Writing score of at least 22 or a composite (mathematical and critical reading) SAT score of 1030 for the TAP test within 10 years.*
- ACT/SAT Substitution Form (ISBE 73-60): The ISBE Form 73-60 must be submitted to the Student Services Office in the School of Social Work via fax (312) 915-7090 or delivered to 111 E. Pearson St, Chicago IL 60611 Room 850 in order to obtain substitution authorization.

#### **F. FIELD EXPERIENCE - SOWK 330 and SOWK 340 (4 credits each)**

##### **Internship Placement Process**

Loyola is affiliated with an array of agencies that offer a variety of service models and orientations, highly value our students and provide quality learning experiences to them. Matching students to a field placement site is done through the field work office where the Internship Coordinators take into consideration students' previous experiences, their future goals and professional interests, geographical location, and the requirements of the agency. Students should not apply for nor seek out their own internship sites. All internships must be approved by the Field work office. Below are the steps in the internship placement process:

1. Submit completed application by designated deadline including an updated resume.
2. Internship Coordinator acknowledges receipt of application.
3. Meet on-campus and in-person with the Internship Coordinator to discuss placement process
4. Receive two internship referrals from Internship Coordinator.
5. Apply to these internship referrals as directed by sending your resume and cover letter to agency contacts.
6. Follow-up with the Internship Coordinator regarding interviews and progress of referrals.
7. Receive an offer from an internship site and set a start-date.
8. Inform the coordinator of your offer and submit the Internship Confirmation form to complete placement process.
9. Attend an Introduction to Field Meeting scheduled by the Internship Coordinator.
10. Start your internship.

BSW students now have the option to take a Summer Block Placement for their field experience. If they choose this option, they will automatically become August graduates from the BSW Program.

Students are not to contact agencies to set up a field placement without approval of the Internship Coordinator. Students must have satisfactorily completed or anticipate completion of SOWK 200, 201, 301, 305, and 390 prior to the fall of their senior year in order to participate in the application process for the field practicum. Ordinarily, the one-year field is designed as a two-semester (330 and 340), two full days each week, 480 hours a year placement, in which students are required to assume the duties of a professional social worker. The field courses (330 & 340) must each be passed with a grade of "C" or above. If a student receives a grade below "C" in either course, both field courses must be repeated at another field site.

In SOWK 330 and 340 Field Work Courses, provide a structured practice experience in a social agency setting where what has been learned in the liberal arts and social work coursework can be utilized and integrated with beginning practice skills. Students have the opportunity in these courses to provide assistance to individuals, families, groups, organizations, and communities and to work towards social and economic justice. Students will have completed a minimum of 480 hours of field work upon completion of the SOWK 330 and 340 sequence, which will have allowed them to integrate all of the techniques they have learned from their previous courses.

SOWK 350-Integrative Practice Seminar is taken concurrently with SOWK 340 and is the capstone course in the BSW program. This senior-level course provides an opportunity to assess and deepen integration of what has been learned in the liberal arts and social work courses. Objectives are to strengthen professional identification and to facilitate the transfer from social work education to professional practice or graduate studies. This course is only offered in the spring term.

### **Application Deadlines**

- Fall semester – January 1
- Spring Semester – October 1
- Summer Block – February 1

### **Internship Requirements**

- Only eligible undergraduate BSW Juniors and Seniors should apply. Please see your SSW advisor to determine your eligibility.
- Students must enroll in SOWK 330 and SOWK 340 to receive credit for the internship and the courses.
- BSW students must complete a 480 hour generalist foundation level internship.
- Students complete 16 hours/week at internship or 35-40 hours/week if completing a summer “block” placement.

- Students should be available for internship on Tuesdays and Thursdays for at least 8 hours each day during an agency’s “normal business hours.”
- Internships are not available during evening and weekend hours.
- Additional requirements are listed in the School of Social Work Field Manual available on the School of Social Work’s website.

## **G. STUDY ABROAD**

BSW students can participate in the School of Social Works “Mini-abroad” programs which take place for a limited number of weeks in the summer each year. If they choose to take part in the University’s Study Abroad programs, they must do so when they have sophomore standing. Refer to the School of Social Work’s and the University’s websites for further information about study abroad programs.

## **VI. BSW ADVISING**

### **A. BSW ADVISING**

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

BSW program advisement is seen as an ongoing process in which advisors work with students to confer about academic progress and advisors suggests to the students the use of University facilities such as the Learning Center, the Counseling Center, or the Career Center. Upon entering the BSW program, freshmen students (non-transfer) are assigned First and Second Year academic advisors through the university who will remain with students through their sophomore year, as well as an advisor from the SSW. The SSW advisor will remain with the student until they graduate from the major. Such continuity ensures consistency for the students, which assures appropriate academic educational planning.

Transfer students who enter the program with 12 or more credit hours will be assigned an advisor through the School of Social Work.

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

1. The BSW Director sends out an email at the beginning of each academic term reminding students of program requirements and changes that may impact their current standing.
2. In the semester prior to the students’ placement in field work, the Internships Coordinator or a designee and the Academic Advisor/Coordinator meets with all junior level students eligible for field placements. At this meeting all aspects of the field work program and academic requirements are discussed.

3. Each semester students who are social work majors are notified via e-mail regarding the need to see their advisor to plan courses for the following semester. Times for advising are noted in the e-mail. BSW Advising can be done in a small group and referred to as “Program Planning Meetings” or individually at the student’s request. Students can also sign up for individual advising sessions throughout the academic year.
4. It is mandatory that all freshman meet with their First/Second Year Advisor at designated times prior to registering for the upcoming term.
5. Transcripts of both internal and external transfer students are reviewed by the Program Director/Academic Advisor Coordinator to evaluate requirements for the major, advanced standing and eligibility for the 5-Year BSW/MSW- Opt Out program.
6. Prior to each advising session, the advisors review the students’ files which are kept in the program’s office. The file contains transcripts, the students’ application for admission to the major, correspondence, and forms which outline requirements for the Core Curriculum and Social Work major. Students are given a copy of this form for their records.
7. Students who receive a mid-term alert or probation notification are required to contact their Academic Advisor to develop an Academic plan for success.

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

## **B. BSW ACADEMIC REQUIREMENTS**

BSW students need to maintain an overall 2.00 GPA (C average to graduate) and a 2.50 major GPA. All courses for the major need to be passed with a grade of “C or above”. If the student receives a grade of “C- “or lower, the course must be retaken for any course with “SOWK” as a subject header i.e. SOWK 201 or SOWK 307. The course must be repeated the next time it is offered (to include the summer term.). Students can earn a “C-“ in related required courses for major as this is the minimal grade acceptable for Core classes. For example, STAT 103 or PSYC 101 will count for major and Core if a student earns a “C-“.

## **C. ACADEMIC HONORS**

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

University Honors:  
Grade Point Average of 3.5-3.69 graduate Cum Laude



Grade Point Average of 3.7-3.89 graduate Magna Cum Laude  
Grade Point Average of 3.9 and above graduate Summa Cum Laude.

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

Dean's List:

The Dean's List is a semester-by-semester acknowledgement of those full-time BSW students (taking 12 semester hours or more) who obtain at least a 3.5 grade point average in any given academic semester. Students on the Dean's list receive a personal acknowledgement from the dean.

## **VII. REGISTRATION, INDEPENDENT STUDY, AUDIT, WITHDRAWAL FROM COURSES**

### **A. REGISTRATION**

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. You can visit your "Student Center" in Locus to check your enrollment time. Students are encouraged to put courses in their "shopping carts" prior to their enrollment appointments to make the process faster.

### **B. REGISTRATION BLOCKS**

Students are strongly encouraged to review their "Hold" status in Locus to ensure that they do not have outstanding tasks that would create registration holds. Blocks can be placed for outstanding tuition (Bursar Hold, 773-508-3180), missing/incomplete immunizations (Wellness Center Hold, 773-508-2530), or missing self-assessment (SSW Hold; assessment that must be completed by current BSW students enrolled in specific sections of field).

### **C. OVERRIDE POLICY FOR BSW CLASSES ONLY**

Course enrollment is generally capped at 25 students per class each term for social work classes. Academic Advisors can do an override up to 27 students on a first come first serve basis. Students requesting an override should include their name as it appears in Locus, student ID#, course requested, course section # or class #, and a contact number. If a course is required for a specialization, is only offered in the fall, and is at capacity (27 enrolled) students should contact the BSW Program Director for enrollment assistance. The Director will review students' requests in the order that they are received.

**FOR COURSES OUTSIDE THE MAJOR:** Students need to contact the department for override approval.

The University Registrar's Office does not control access to social work classes. PLEASE DO NOT CALL THE REGISTRAR'S OFFICE if you cannot get into a class or you are dissatisfied with your registration appointment time.

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

#### **D. WITHDRAWING AND ADDING COURSES**

Students should refer to the University's Academic Calendar which outlines the outcomes of dropping and adding courses at various times in the Academic year. Student's should consult with the Bursar's website which outlines the policies regarding late and change of registration fees.

**Students should be mindful that depending on when they withdraw, they may receive a W on their transcript. The W indicates that they have withdrawn from a course within approved University time frames. Students who withdraw from a course after the University approved time frames will receive a WF on their transcript which is a failing grade. A WF impacts their transcript in the same way as a grade of F.** Students who are graduating who have elected to change their student schedule are advised to consult with their academic advisor to be sure they understand the implications of their change.

Social Work students are not able to add a social work class after the first Friday of the first week of classes. Students wishing to drop a social work course after this time can email their academic advisor for assistance.

#### **E. INDEPENDENT STUDY - SOWK 360**

Together with a faculty member, students may devise a research/writing/activity program appropriate for an independent study. The student develops a plan and performs activities, then reports on their implementation and results.

Students may also conduct an Independent Project, which is an undergraduate course with hands-on activity and a summary report. The student should be aware that this is an individual project requiring individual initiative central to the notion of independent scholarship. Students are expected to approach a faculty member with a specific proposal of study. The role of the professor is that of guide and reference person and, of course, evaluator of the final product. It is the student's responsibility to make wise and prudent use of the professor. By regularly communicating with the professor and receiving feedback on the project, the student can insure that the final product is acceptable. An unacceptable final project can result in either an incomplete or failing grade.

The average project is about 15 to 20 pages in APA format. For specific information, students can consult with the BSW Program Director who oversees and must approve all independent studies at the undergraduate level.

Academic application forms can be found on the School of Social Work website. A copy of the completed form including a written proposal summarizing the product to be submitted in order to satisfy the course requirements, should be given to the Program Director for formal review and approval. Other copies should be kept by the students the instructors, and in the students' folder. The Program Director will register the student for the course via LOCUS (Web based registration system) after the above procedure has been completed. Note that the students will need to report the number of credit hours requested on the independent study form if it is beyond one credit hour. SOWK 360 represents the BSW course

## **F. AUDIT**

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

### **BSW Audits**

BSW students can download the form for auditing classes from LOCUS. They must complete the form and submit it to the Associate Dean for Curriculum in the School of Social Work for approval:

1. With the Dean's approval, students wishing to take a course without receiving credit may audit the course and pay the applicable tuition.
2. Class attendance is required; the mark of "AU" is entered for successful completion of the course, the mark of "W" is assigned for failure to attend class without properly dropping.
3. Assignments, including examinations and term papers are not required, but auditors have the right to participate in class discussion.
4. A course that is audited does not count as hours attempted.
5. A course that is audited is not considered in determining a student's full-time or part-time academic status.
6. A course may not be converted from a graded basis to an audit after the first two (2) weeks of the semester or the first week of a summer session.

## **VIII. GRADING POLICY IN THE SCHOOL OF SOCIAL WORK**

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** and the student must retake the course if a required course for the major and/or a non-major wished elective or CORE credit.

**F = Failure:** overall quality of work is unsatisfactory, or some aspect of assignments not done.

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

A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67 (a grade of C- or lower will require a class to be retaken)
D+	1.33
D	1.00
F	0.00
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)

## A. INCOMPLETE GRADES

Students are expected to complete coursework by the end of the semester. If the professor agrees in advance, however, students may be awarded the grade of “I” at the end of the semester. Students must obtain formal permission from the instructor as well as the Program Director for an incomplete to be data entered in Locus.

The incomplete work should be finished according to the schedule approved by the professor but no later than six weeks into the next semester. If the incomplete grade is not resolved by this time, the grade will automatically convert to an “F”. PLEASE NOTE: If you are on Academic Probation, you are not eligible for an incomplete grade in a social work class (with

the exception of field as appropriate). An “I” grade will not exclude students from the following course in a sequence.

Students who have been granted an incomplete and then take a leave of absence from the program are still responsible for submitting all work within the designated time frames for their incomplete unless formal approval is obtained from the BSW Program Director and the Associate Dean for Curriculum.

The Request for an Incomplete Form for social work courses can be found on the SSW website and for a course outside of the major is found on LOCUS

## **B. WF**

A grade of "WF" indicates withdrawal from a class without proper authorization at any time and is also assigned for withdrawal 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. This grade will result in a BSW student being placed on academic probation and at risk for future dismissal should his/her cumulative gpa remain below a 2.5 for the major in the 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 major course means the course must be repeated the next available term that the class is offered. Further, a WF in an elective for the major cannot count toward credit hours.

## **C. 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.

## **IX. UNDERGRADUATE PROBATION & DISMISSAL FROM THE UNIVERSITY**

### **Probation**

There are 2 types of academic probation: Academic Standing and Progress toward a Degree. Any student whose cumulative GPA falls below 2.00 and who has a Quality Point Deficit of between 1 and 14 points will be placed on probation. Quality Point Deficit refers to the number of Quality Points below a 2.00 GPA on a student's record. For example, a student who has completed 34 semester hours with a 2.00 GPA has 68 Quality Points. A Quality Point Deficit refers to the number of quality points below 68. This formula is the same for any number of semester hours completed - 2.00 times the number of semester hours equals the minimum Quality Point Standard.

Students may also be placed on probation for not making progress toward degree completion. Any student whose cumulative GPA is 2.00 or better but who fails to show timely progression toward completion of his/her degree requirements may, at the discretion of

his/her dean, be placed on probation. In such cases, the dean may require a contract defining the terms under which the student can remove him/herself from probation.

### **Continuing on Probation**

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

### **Multiple Probations**

Any student who is placed on probationary status more than one time will be allowed only one semester in which to return to good standing. If the student does not return to good standing at the end of that probationary semester, he/she may be dismissed for poor scholarship.

### **Dismissal for Poor Scholarship**

Any student who has a quality point deficit of 15 or more points, even if he/she has not had a previous semester of probationary status, may be dismissed for poor scholarship. Any student who fails to achieve a term GPA of at least 2.33 for the probationary semester (unless he/she restores his/her cumulative GPA to a minimum of 2.00 at the end of that semester) will be dismissed for poor scholarship.

**Readmission to University after Dismissal for Poor Scholarship** Applicants for readmission to full-time divisions who have been dropped from Loyola for poor scholarship may apply for readmission after one year of absence.

## **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:

### **A. 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 with the major. 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 in social work classes may be given an F for that assignment at minimum and may also risk receipt of a failing grade for the class.

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

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

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 social work 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.

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

## **XI. GRIEVANCES AND APPEAL FROM DISMISSAL**



BSW students who wish to grieve a grade or appeal dismissal must adhere to the University's policies which are specified below and was retrieved from the [Undergraduate Studies Catalog 2013-2014](http://www.luc.edu/academics/catalog/undergrad/reg_academicgrievance.shtml) ([http://www.luc.edu/academics/catalog/undergrad/reg\\_academicgrievance.shtml](http://www.luc.edu/academics/catalog/undergrad/reg_academicgrievance.shtml))

### **Academic Grievance Procedure**

In order to provide a forum for the fair resolution of academic disputes involving individual student complaints of the appropriateness of course grades and accusations of academic dishonesty, the following procedure has been developed and will be applied to all cases involving Loyola undergraduate students.

Students should be aware that in cases in which a grade is disputed, the grade will be changed by the dean only if the grading:

- a. is found to be in significant violation of clearly established written college policies or
- b. is a result of improper procedures or
- c. is found to be capricious. Capricious grading is the assignment of a grade to a student which is based partially or entirely on criteria other than the student's performance in the course; based on standards different from those standards of grading applied to other students registered in the same course; or based on a substantial departure from the announced grading standards for the course.

### **Pre Hearing Procedure**

1. In all cases, a sincere attempt should be made by the student to resolve the problem by discussion with his/her professor.
2. If that attempt fails the student should make a written request for a hearing to the **chairperson of the department within one month after the beginning of the following semester (excluding summer sessions)**. The request for a hearing must specify the nature of the dispute and the attempts to resolve the matter.
3. When a student is accused of plagiarism or dishonest examination behavior, the chairperson of the department may constitute a hearing board to review the evidence of academic dishonesty in those cases where the student denies that dishonesty occurred as well as to consider the imposition of additional sanctions beyond failure in the course.

### **Hearing Board**

1. **Each department shall have either a standing hearing board** or have the means to constitute a hearing board for each dispute. Such boards will be chosen by the chairperson of the department and will consist of between three and five faculty members other than the faculty member involved or chairperson of the department. In smaller departments, board members may be members of different departments, and the board members may be chosen by the dean of the appropriate school.
2. The chairperson of each hearing board shall be selected by the person who appoints the hearing board. The chairperson of the hearing board receives all requests for hearings from the department, sets the calendar, notifies all board members and

involved parties of the dates and times of hearings and informs students by written notice of the recommendations of the board.

### **Hearing Procedure**

1. After receiving a request for a hearing, the chairperson of the hearing board shall establish a date and time for the hearing and notify the student and faculty involved and the other members of the board in writing. The student will receive written notice of any charges of academic dishonesty to be considered.
2. The hearing will be held within two weeks of the receipt of the request for a hearing if practicable.
3. The hearing will be private and all persons present at the hearing will consider all information presented to be confidential. If, however, the student disseminates information disclosed during the hearing, the student's interest in the confidentiality of the hearing will be deemed waived.
4. Both the student and the faculty member involved may request assistance in presenting his/her case at the hearing by any member of the university community other than an attorney. The individual must inform the chairperson of the hearing board of the names of his/her representatives and any witnesses before the hearing date.
5. Individuals appearing before the hearing board have the responsibility of presenting truthful information, and the board in reaching its decision will evaluate the credibility of the witnesses.
6. Presentation of evidence will only be made during the hearing. The board may address questions to any party or witness. Any party may present witnesses or other evidence. The conduct of the hearing is informal, and the board is not bound by rules of evidence or court procedures. Matters of procedure will be decided by the chairperson of the hearing board.
7. All decisions of the board will be determined by a majority vote of the members present. The student and faculty member involved will be informed in writing by the chairperson of the hearing board of the board's decision within two weeks of the hearing.

### **Appeal**

The student may appeal the decision of the hearing board in writing to **the Dean of the appropriate school** within thirty days of notice of the hearing board's decision. In cases of academic dishonesty where the student is enrolled in a school different from the one in which the course is taught, the deans of the two schools will review the appeal together. The dean or dean's designee may approve, modify, or reverse the decision of the board and will notify the student of his/her decision within two weeks of receiving the appeal if practicable. In those cases where the appeal was heard by the dean's designee, the student may have a final appeal to the dean if a request in writing is made within 30 days of the designee's decision. The decision of the dean is final in all cases except expulsion. The sanction of expulsion for academic dishonesty may be imposed only by the Provost upon recommendation of the dean.

## **XII. STUDENTS WITH DISABILITIES AND ASSISTANCE WITH WRITING**

## **A. SERVICES FOR STUDENTS WITH DISABILITIES**

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

Students with learning/cognitive disabilities must have appropriate documentation no older than three years. Loyola does not provide testing for learning disabilities but maintains a list of referrals to professionals who offer such services. Loyola does not cover the cost of testing. Accommodations are not retroactive. Students who need an accommodation must have the documentation and approval from the Disabilities Office prior to the start of class. Otherwise, any accommodation is up to the discretion of the instructor.

## **B. WRITING SKILLS**

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.

## **XIII. TRANSFER CREDIT**

### **A. CREDIT FOR WORK EXPERIENCE**

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

### **B. BSW PROGRAM: TRANSFER CREDIT**

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

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

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

In addition to meeting the Core Requirements of the Loyola University and the requirements of the BSW degree program, a minimum total of 120 credits are required for the Loyola Bachelor in Social Work Degree.

The undergraduate studies catalog states that current degree-seeking Loyola students may not take courses at another college or university without previous written consent. You should begin the process by meeting with your academic advisor. If you have compelling reasons for taking a course elsewhere, you should bring a catalog description of the course to your academic advisor and request permission. Typically, only an elective course may be taken elsewhere during the summer if the course is not offered at Loyola. Prior to enrolling in a class outside the University, students must obtain a signed approval on the "Permission to Take Core Elsewhere Form." The form can be obtained from the Academic Advisor.

### **C. TRANSFERRING TO THE SCHOOL OF SOCIAL WORK FROM WITHIN LOYOLA**

To transfer to the School of Social Work within Loyola, you must complete an Internal Transfer Application available in the Undergraduate Admission Office or the School of Social Works website under forms. . Submit the application to BSW Program Director.

### **D. MULTIPLE DEGREE SEEKING STUDENTS OR STUDENTS WHO WISH TO DROP A SECOND MAJOR**

Students who wish to declare a second major along with social work in a different school must complete a Multiple Degree Application. This is available on the College of Arts and Sciences website under forms. Students who are currently enrolled in multiple schools who wish to discontinue one of the school's major/programs must complete a Request to Discontinue School/College Form (also available on the College of Arts and Sciences website). Both forms can be submitted to the BSW Program Director.

## **XIV. WITHDRAWAL FROM THE SCHOOL OF SOCIAL WORK AND THE UNIVERSITY**

### **A. PROCEDURE FOR WITHDRAWAL FROM THE SCHOOL OF SOCIAL WORK AND THE UNIVERSITY**

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 BSW degree requirements. Not attending the University in a Fall or Spring Semester (or longer) prior to completion of degree

requirements is considered a withdrawal from the University. A withdrawal may be planned, an emergency, or on the recommendation of the students' advisors. Withdrawal from the University is considered a major program change and students are required to consult with their advisor in planning or implement a withdrawal.

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

The following guidelines are recommended to minimize the potential complications that may arise from students' withdrawal from the University:

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

#### **B. PROCEDURE FOR READMISSION TO THE SCHOOL OF SOCIAL WORK AND THE UNIVERSITY**

Requests for who would like to reapply to the School of Social Work should contact undergraduate admissions.

### **XV. 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. Students that miss the deadline for the time they are assigned will be eligible to apply for the following term. <sup>1</sup>

## **XVI. AWARDS**

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

### **Alpha Sigma Nu National Jesuit Honor Society**

Criteria:

1. Scholarship- Upper 15% of class
2. Service in the School of Social Work or the Community
3. Commitment to the ideals of Jesuit higher education
4. Completed application and two letters of reference

### **President's Medallion—Founders Day Award**

Criteria:

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

### **Honors Program –BSW Program**

Students in the undergraduate program are selected by the University for recognition which is based on academic performance. Honorees are recognized at the School of Social Work Annual Awards Program in the spring semester.

### **The Writing Awards in the School of Social Work**

1. School of Social Work students are eligible to apply for the Loyola University Chicago School of Social Work General Writing Award. This award with two honorable mention awards, recognizes excellence in preparation of a paper. The competition is announced early in the spring semester. Papers are read and a winner selected by a committee of faculty and professionals in the social work community. The award is generally given at the Annual School of Social Work Awards Program in the spring.

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<sup>1</sup> Students that are applying to be summer graduates in the School of Social Work should apply by December 1<sup>st</sup> if they want a graduation audit.

2. The Jimmy and Dorothy Fuerst Award is an annual writing award presented in honor of a former faculty member of the School's Social Welfare Policy Sequence. The award is based on a competitive review of papers submitted by students. The papers must discuss a complex policy issue. The award is generally given at the Annual School of Social Work Award's Program graduation reception in the spring.

### **Student Commencement Speaker**

Graduating seniors and MSW graduates are invited to compete for the honor of speaking at the SSW Commencement Ceremony held in May. Invitations to compete with application procedures are distributed in the beginning of the spring semester. Applications are anonymously reviewed by a panel of faculty, professional staff and students. The selected speaker is recognized at the Annual Awards Program.

## **XVII. SCHOOL OF SOCIAL WORK STUDENT ORGANIZATION**

All students in the Loyola University Chicago School of Social Work are encouraged to participate in activities that will enhance their professional and personal development outside of the classroom, to give leadership to fellow students and to organize activities and programs that represent their interests. The School of Social Work Student Organization provides the structure to encourage students to organize in their own interests. Within this structure, sub-committees of a variety of sorts will address the unique needs of students.

### **Mission of the Loyola School of Social Work Student Organization**

The school of social work student organization leadership moves as one organization to represent all interest in the school including BSW, MSW, and PhD students. The three ways in which to get involved are: to hold a leadership position, join a committee, or participate in an event.

#### **Mission Statement:**

The Loyola School of Social Work Student Organization exists to provide opportunities to foster relationships between all students in the school of social work, raise awareness of community needs, and to act as a liaison between students and faculty.

#### **Goals and Objectives**

- 1) To serve as a vehicle for the active participation of a diverse student body in social and professional development.
  - a. Focus on collaborative a leadership model that will allow for diverse agendas and representatives of different interests.
- 2) To provide a means of student communication to the school administration.
  - a. Facilitate opportunities for interaction among the Loyola Social Work Community to foster relationships outside the classroom.
  - b. Seek and utilize effective means of communication that will reach the social work student community

- c. Develop a means of identifying student needs and communicating this to the administration.
- 3) To provide a channel for social action for the student body
    - a. Support opportunities for learning about issues within the school and the larger community that effect students and/or those that they hope to serve.
  - 4) To facilitate relationships and exchanges among students in the school of social work, between the student body and the faculty, between programs and organizations in the school and with programs and organizations within the university and larger community.
    - a. Develop a network of relationships that will be mutually supportive.
  - 5) To provide input and work collaboratively with the SSWSO liaison in planning annual activities that affect students, orientation, graduation, professional development, and career planning events.
    - a. Create programs that are relevant to student needs.
    - b. Encourage participation in school events that are supportive to students.
  - 6) To provide for student needs and support student interests.

### **Membership**

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

### **Structure Student Organization Leadership**

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

1. Decision making and coordinating related to student activities.
2. Identify information and/or resources supportive to students.
3. Recruit student representatives on the School of Social Work faculty Committees including Field Work, Curriculum, and International Committees.
4. Provide feedback and communication for students in the SSW on resources and activities available.
5. Provide information to administration on student concerns.
6. Act as student representatives to the School of Social Work Administration.
7. Review the allocation of resources for student activities and specific events such as: special speakers, programs, social events, meetings, and needed programs.
8. Represent the social work students within the University by participation in the Loyola Student Organization Structure.
9. Represent the Loyola Social Work Student Community in the external community (NASW, other schools of social work, etc.).
10. Recruit and assign student representatives to the faculty committees.
11. Review new student committees to address duplication of efforts of current committees and assist in recruitment of members and accessing resources as needed.
12. Provide an end of the year report with recommendations.



13. Consult with the organization's appointed liaisons in implementing plans.

### **Student Organization Representatives to the Faculty Committees**

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

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

### **SSWSO Committees (special interest groups)**

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

### **Activities of Committees**

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

### **Committee Chair Person**

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

BSW/MSW Committee  
The Gay, Lesbian, Transgender Committee  
The Graduation Committee  
The International Students Committee  
The Men's Group Committee  
The Part-Time Student Committee  
The Professional Development Committee  
The Social Events Committee  
The Social Workers for Social Justice Committee  
The Spirituality and Social Work Committee  
The Student Mentorship Committee  
The Student Newsletter Committee  
The Woman's Study/MSW Committee  
The International relations Committee  
The Advocacy Committee

Responsibilities of Committee Chair Person include:

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

#### **XVIII. MAIL, STUDENT MAILBOXES AND BULLETIN BOARDS**

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

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

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