



Master of Social Work (MSW) Student Handbook

Revised Summer 2026

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

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Academic Advising

Advising in the MSW program is available for students to have a resource that can assist them with any questions about meeting degree requirements, their academic plans, and connecting students to information about school policy. Academic Advisors also refer students who need accommodations for classes or who have academic difficulties or situational stresses to the appropriate campus resources such as the Writing Center, Student Accessibility Center, and Wellness Center.

Students are assigned an Academic Advisor two weeks before the start of their first semester. Students can view their assigned Advisor in the Academic Progress tile in LOCUS.

Newly admitted students in the MSW program are expected to:

- All newly admitted students should review the academic planning and registration instructions in the New Student Portal, including recommended or required first semester courses based on their program.

Students in the traditional MSW, Advanced Standing MSW, and dual degrees are expected to:

- Watch the online program planning video and submit a completed template to the appropriate staff or faculty member for approval each fall and spring. Students who fail to submit their template by the deadline will be blocked from registration. This is not a requirement for the Online Bilingual MSW or Online MSW programs.
- Self-register in LOCUS following instructions provided through the new student portal.
- Monitor their grades and reach out to their Academic Advisor if they need support or resources

Failure to submit the required program plan template by the deadline will result in a registration hold and may delay course registration and progression of the program. Students who do not follow their approved program plan, fail to register for required courses, or do not address academic concerns may experience delays in degree progression and graduation.

Students in the Online Bilingual and Online MSW programs are expected to:

- Follow their advising template as listed for the correct course sequence.
- Self-register in LOCUS following instructions provided through the new student portal.
- Monitor their grades and reach out to their Academic Advisor if they need support or resources.

Students who do not follow their academic template, fail to register for required courses, or do not address academic concerns may experience delays in degree progression and graduation.

Academic Appeals

Academic appeals are a formal request by a student to dispute a grade or an administrative decision. Academic appeal decisions include grade appeals, a request to change to an academic record, or issues regarding

academic integrity.

Appeal for Change of Academic Record

A student's appeal to change an academic record (e.g., withdrawal date) must be submitted using the [Appeal for Change to Academic Record form](#) to describe mitigating circumstances as to why the academic record should be changed. An appeal to change an academic record must be submitted within one calendar year after the last day of the academic term in question. Appeals for summer terms must be received by June 1 of the following calendar year.

Grade Appeal

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

Regarding the evaluation of students, the academic appeal procedure applies only to those cases in which the evaluation of the student is alleged to be inconsistent with the grading policies outlined in the course syllabus, a computational error, or was not arbitrary or capricious.

Appeals regarding final grades must meet one or any of these criteria:

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

Grade Appeal Process

Students have the right to appeal their final classroom grade.

Step 1: Submission of Appeal

The student submits a **Final Grade Appeal Request form** and supporting documentation to the **MSW Program Director** within **10 business days** of the final grade posting.

Step 2: Initial Review

The MSW Program Director reviews the appeal materials and consults the instructor and student as needed.

Step 3: Decision

A written decision by the MSW Program Director is issued within **10 business days** of receipt of the appeal. The decision will be to uphold the grade or result in a change of the final grade.

Step 4: Final Appeal

If the student wishes to contest the Program Director's decision, they must submit in writing via email Loyola email an appeal letter with the relevant supporting documentation to the **Associate Dean for Academics** within **10 business days**. The Associate Dean for Academics will issue a final written decision within **10 business days**. The Associate Dean reviews all relevant documents and procedures to ensure the initial appeal decision was not arbitrary or capricious. This decision is final and binding.

As course appeals do not include disagreements related to school policy, students that have constructive feedback regarding school policy may contact the Associate Dean for Academics.

Academic Integrity and Misconduct Policy and Processes

Academic integrity is the pursuit of scholarly activity in an open, honest, and responsible manner. Academic integrity is a guiding principle for all academic activity at Loyola University Chicago, and all members of the University community are expected to act in accordance with this principle. Academic integrity includes professional behavior both in the classroom and internship.

Standards for Academic Integrity

Failing to meet the following standards is a serious violation of personal honesty and would be considered academic misconduct. These standards apply to both individual and group assignments. Individuals working as a group for an assignment are held responsible for reporting to faculty if they are aware that one of their group members has violated one or more of these standards.

1. Students may not plagiarize. Plagiarism involves taking and using specific words, phrases, or ideas of others without proper acknowledgement of the sources. Students may not:
 - a. Submit material copied from a published or unpublished source.
 - b. Submit material that is not cited appropriately.
 - c. Use another person's unpublished work or quiz/examination material.
 - d. Allow or pay another party to prepare or write an assignment.
 - e. Purchase, acquire, or use a pre-written assignment for credit.
 - f. Use generative artificial intelligence to assist or write assignments without prior permission of the faculty.
 - g. Students may not submit the same work for credit for more than one assignment (known as self-plagiarism).
2. Students may not fabricate data, including falsification of hours on timesheets for internships or GA positions.
3. Students may not collude, meaning:
 - a. Students may not work with others on any quiz/exam, assignment or portion of an assignment without permission from the faculty.
 - b. Students' work with one another on an exam or assignments may not exceed the terms of their instructors' directions for collaboration as part of the assignment.
 - c. Students may not use work submitted by another student in a previous semester of a course.
4. Students may not cheat.
 - a. Students may not obtain, distribute, or communicate quiz/examination materials prior to the scheduled quiz/examination without the consent of the faculty.
 - b. Students may not take a quiz/examination by proxy. Taking or attempting to take a quiz/exam for someone else is a violation by both the student enrolled in the course and the proxy.
5. Students may not falsify documents for any reason including timesheets of internship hours.

Professional Behavior in the Educational Setting

Students are expected to adhere to the school's policies on professional conduct and on academic honesty. Students in the MSW program are also expected to adhere to the [NASW Code of Ethics](#) which address issues of professional and ethical conduct. Students are expected to adhere to the behavioral expectations of the

University, which are respect for others, the fitness of the student role, and honesty in all aspects of student conduct. Further, as a student, your conduct is governed by the terms and provisions of the [University's Community Standards](#).

As a professional school, social work students are expected to uphold the ethical conduct of the profession both in the classroom and within the internship site. This includes adhering to policies and procedures established by the site chosen by the student.

Sanctions for Academic Misconduct

School personnel are responsible for reporting academic misconduct in the course sections they teach and students they mentor. Sanctions are assigned on a case-by-case basis while considering precedent and the following standards below. The Associate Dean for Academics may add to or elevate the initial sanctions based on the student's prior academic misconduct history. The following criteria inform the Associate Dean's decision:

- the context and seriousness of the violation
- the student's demonstrated commitment not to engage in the same behavior in the future; and
- sanctions that appropriately foster accountability for one's behavior and prevent recurrence of similar behaviors

Below is a list of commonly assigned sanctions:

1. Educational project

Educational projects provide space for students to reflect upon their conduct; to identify how their action harmed themselves, others, and the community; and/or to explore why such conduct is unacceptable.

Educational experiences or projects may include:

- a. Attendance and participation at a required meeting, workshop, special project, or other initiative.
- b. Completing an online tutorial focused on academic integrity.
- c. A written reflection about a specific topic or issue.
- d. Resubmission of the assignment or exam for partial credit.
- e. A required meeting with the appropriate dean to discuss the misconduct and the consequences.

2. Failing Grade on the assignment. A letter grade of F or zero points will be issued for the assignment or quiz/examination. If a student is found responsible for a violation of the Academic Integrity Policy the instructor may assign a failing grade for the assignment or the course. Any submitted withdrawal requests under these circumstances will be denied or retroactively overturned.

3. Failing Grade or NP (No Pass) in a course or internship. A letter grade of NP (No Pass) will be issued for the course where academic misconduct occurred. If an internship site terminates a student's internship due to student misconduct, negligence, or failure to meet minimum professional standards, the School will assign the student a failing grade for the course. Any submitted withdrawal requests under these circumstances will be denied or retroactively overturned.

4. University suspension involves the temporary removal of the student from the University for a specified period of time with the understanding the student may be allowed to return to the University at

the completion of the suspension period after having satisfied any accompanying conditions. The Associate Dean for Academics may consider suspension as an elevated sanction.

5. University Expulsion

The Associate Dean for Academics may recommend a sanction of University Expulsion to the Provost. Expulsion from the University is the most serious University disciplinary action and means the permanent exclusion of the student from the University. Only the Provost may impose the sanction of expulsion as recommended by the Dean. The Provost's decision is final. A student is not eligible to reapply or be readmitted to any other programs at Loyola University Chicago following expulsion.

Expulsion may include forfeiture of all rights and degrees not actually conferred at the time of the expulsion; permanent notation of the expulsion on the student's academic record; withdrawal from all courses (resulting in "W" grades). Students expelled from the University remain responsible for tuition and fees. Students expelled from the University also must forfeit their Loyola ID (Campus Card) and turn it into Campus Safety. Any student expelled from the University is not permitted to visit the University premises except when engaged in official business approved in advance and in writing by the Office of the Provost or Campus Safety. Visiting the University premises without gaining approval in advance may result in arrest.

Persons notified of a student's expulsion may include, the Office of the Dean of Students and their designees, the Office of Registration and Records, the Bursar, Campus Safety, or other appropriate personnel at the discretion of the Office of the Provost.

Academic Misconduct Reporting Process

If there is an allegation of academic misconduct, faculty or internship staff initiate the process by reporting the concern to the Associate Dean for Academics. The faculty/internship staff member(s) must determine that it is more likely than not that an alleged violation occurred based on the totality of available evidence, and include documentation that supports the concern to the Associate Dean. The Associate Dean reviews all materials prior to contacting the student and determines the relevant sanction.

The Associate Dean for Academic's office will notify the student that the instance of academic misconduct has been reported. The final sanction(s) will be included in the notification. This instance will also be documented in the University's centralized database. Incident reports and supporting materials regarding academic misconduct are part of the student's academic record.

Academic Misconduct Appeals

Students retain the right to appeal the determination outlined above using the Appeal Procedure described below. The decision of the Dean's office is final in all cases except expulsion.

Appeal Procedure: Finding of Academic Misconduct

1. The student may appeal by submitting a **Misconduct Appeal form** via Loyola email to the Associate Dean for Academics no later than 10 business days upon notification. See grounds for misconduct appeals below.
2. The Associate Dean determines whether or not there are grounds for an appeal.
3. If the Associate Dean determines there are no grounds for an appeal, the student will be notified.

- a. If the student disagrees with the determination by the Associate Dean for Academics, the student may appeal to the Dean. In cases where the student is enrolled in a school other than the one in which the course is taught, the academic Deans of the two schools will review the appeal together.
4. If the Associate Dean determines there are grounds for an appeal, they review all appeal documentation.
 - a. The Associate Dean will notify the student of the final decision within 10 business days.
 - b. Should the student wish to contest the Associate Dean's decision, they must submit in writing (via Loyola email) an appeal letter to the Dean with the relevant supporting documentation within 10 business days of notice of the Associate Dean's decision.

The appeal letter must clearly identify the grounds for the appeal with appropriate supporting documentation. Mere disagreement or dissatisfaction with the decision does not constitute a basis for an appeal. The grounds to appeal the Associate Dean's decision must include one or more of the following criteria:

1. New substantive information is available that was not included in the original appeal outcome of the case.
2. A substantive procedural error or error in the interpretation of University policy occurred.
3. The decision (findings or outcomes) is incongruent with School Academic Policies.
4. Disproportionate sanction

Students may submit a final written appeal to the Dean within 10 business days of receiving the committee's decision. The Dean's decision is final and binding and will be issued in writing within 10 business days.

Academic Misconduct Records and Privacy

The University maintains academic misconduct records for seven years from the date of the incident, with the exception of cases resulting in [University expulsion](#) (such files are retained indefinitely). Such files may contain contact information, correspondence, decisions, assigned outcomes, reports, and other information pertaining to any case in which a student was found responsible. These files are maintained by the Associate Dean for Academics office.

Students have a right to view a redacted copy of their academic misconduct file that falls within the seven-year period that resulted in University expulsion, with any protected information about other students removed, during regular business hours. A minimum of 10 business days' notice is required to prepare files for review. In order to request to view a redacted copy of their academic misconduct file, students email the Associate Dean for Academics (contact found on the [website](#)).

FERPA policy

All individuals are expected to adhere to the regulations set forth by the Family Educational Rights and Privacy Act of 1974 as Amended ("FERPA") regarding the dissemination of information pertaining to the academic misconduct process. Privacy applies to affected parties, respondents, complainants, and witnesses. All proceedings are private and unauthorized recording by any means is prohibited. The University reserves the right to share information regarding a case with other appropriate parties on a need-to-know basis. More information about FERPA can be found [here](#).

Academic Planning

Academic planning is the process of establishing a strategy toward a student's educational goals. It involves a working relationship with an Academic Advisor who can provide guidance, support, and ensure that the student is meeting requirements to progress successfully toward completion of their MSW degree. As a guide to students, there are advising templates, which consist of a recommended sequence of classes students take. The advising templates are guides that inform students of the specific courses needed to advance through the program. There are academic templates for each program. All templates can be accessed at the Academic Advising for MSW students [page](#).

The MSW program requires the completion of 49 credit hours, and including two internships totaling 1,000 total hours in total. Students who are in the Advanced Standing program require the completion of 23 credit hours, and 600 hours of internship. Students are encouraged to consult with their advisor regarding specific requirements for their program and to review the course templates. The School of Social Work [website](#) offers multiple examples of academic plans depending on the student's interests/specialization and program.

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

Students in the Online Bilingual and Online MSW Advanced Standing programs attend part-time for 4 semesters (spring, summer, fall, and spring) In terms of financial aid, 8 credit hours is considered full-time in the fall and spring. Students should note that 4 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 Financial Aid Office [website](#).

Academic Probation

Academic Probation is a status assigned to students when their performance, as defined below falls under required standards of good academic standing. It is a warning but also an opportunity for students to work toward improvement. A probationary status can lead to dismissal if there is no progress or satisfactory growth.

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

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

1. MSW Admissions with Academic Probation

Full-time students:

Full-time students are restricted to enroll in a maximum 3 credit-bearing classes during their start term if they begin in fall or spring and earn grades of B or higher in all classes. Students may also apply for and start their internship. Students who begin in the summer must take 2 credit-bearing classes during their start term and

are restricted to a maximum of 3 credit-bearing classes in the fall semester and must earn a grade of B or higher in all classes. Students may withdraw from a course during a probationary semester provided they maintain a minimum of 6 credits per semester while on probationary status.

Part-time students:

Students who prefer to attend part-time extend their probation over two semesters, enroll in 2 credit-bearing classes each semester, and are required to earn grades of a B or higher while on probation. Students may not withdraw from a course during their probationary period.

Online MSW and Online Bilingual MSW students:

Online MSW and Online Bilingual MSW students are only required to complete two credit-bearing courses each term, therefore students admitted on probation are placed on probationary status for their first two semesters. Students may not withdraw from a course and must earn a grade of B or higher in all courses during their probationary period.

All students admitted on probation:

The Associate Dean monitors the student's progress and verifies if the student has met the conditions of probation and releases the student from probation. It is recommended that the student consults with their Academic Advisor to develop a long-term academic plan.

If a student receives a grade(s) of B- or lower, the student will be dismissed from the program. Students admitted on probation who are dismissed due to a grade of B- or lower may appeal that course grade if they meet the criteria as stated in the grade appeal policy. Students may not appeal the dismissal decision.

Students admitted on probation may not go on academic probation for any reason in any subsequent semester. Doing so will result in dismissal from the program.

2. Academic Probation for a GPA lower than 3.0

Students are to maintain a cumulative grade point average of at least 3.0. Students who fail to maintain this grade point average are placed on academic probation.

No student may be on academic probation for more than one term for which they are enrolled (including summer) unless approved by the Associate Dean for Academics. Failure to exit academic probation will result in dismissal from the program. Students placed on academic probation who are later dismissed from the program for failing to raise their grade point average to a 3.0 cannot appeal their dismissal but can appeal the grade(s) that resulted in their dismissal if warranted.

The Associate Dean is responsible for monitoring probation and notifying the student when their probation status is lifted.

Should a student's GPA fall below the required 3.0 GPA in a future term, they will be dismissed from the program. A student can appeal the grade(s) 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.

3. Academic Probation for a Grade of C- or Lower Apart from a Failing Grade

Students who receive a grade of C- or lower (not including a failing grade which will result in dismissal) will be placed on academic probation.

Similarly, students in their generalist year who earn a NP grade in their internship class will be placed on academic probation. In addition, no grade of C- or lower or NP will count toward degree requirements, nor does a grade of C- or lower fulfill a prerequisite. Such grades, however, will be included in the students' cumulative GPA. MSW students who receive a grade of C- or lower in a required social work course or earn a NP grade in their generalist year internship must repeat the course the next time it is offered (to include the summer term). Students who need to repeat their internship due to an NP grade may need to restart their internship hours. MSW students who receive a grade of C- or below in an elective may substitute for another elective in order to receive credit for the course.

The Associate Dean is responsible for monitoring probation and notifying the student when they are released from probation. Should a student withdraw from a course during the probationary semester, the student will be dismissed from the program.

If a student disagrees with the grade that resulted in their probation, they may submit a grade appeal with any relevant supporting documentation to the MSW Program Director (see the grade appeal section for more information).

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

Academic Standing- Good Standing

A degree-seeking student is in good academic standing if they:

1. meet the minimum grade requirements of their academic program (see grading policy);
2. make satisfactory progress toward completion of degree requirements within the established four-year time limit (For dual degree students, the time limit is 5 years);
3. fulfill the School's requirement regarding continuous registration. Except for students in the OMSW and OBMSW programs, all students are required to register for fall and spring semesters during the regular academic year (summer is optional) until all degree requirements are met, unless they have received a leave of absence;
4. fulfill the School's requirement of 3.0 grade-point average.

Students who are not in good academic standing are not eligible to receive a degree.

Academic Suspension and Appeals

Suspension Warning

Suspension warning is a notice to students whose conduct justifies suspension but there is a justification for a final opportunity toward compliance with university and school policies. The warning indicates a final step prior to being removed from class or internship following the suspension policy below.

The terms of the warning are set by the Associate Dean for Academics and can be for a semester or one academic year, and conditions may include an action plan. The student's follow-through with the action plan and compliance with expectations of conduct will be monitored by relevant school faculty and staff and reported to the Associate Dean.

Consequences for additional violations while on a suspension warning or noncompliance with mandated conditions will result in a written notice of suspension sent by the Associate Dean. In these circumstances the suspension policy will go in effect, and the student will be suspended in the terms set by the Associate Dean. If suspension results from violation of a warning, the student does not have the right to appeal the suspension decision.

Suspension Policy

Suspension is the temporary removal of a student from class or their internship site decided by the Associate Dean for Academics due to violation of school or university Academic Integrity and/or Academic Misconduct policies with the understanding the student may be allowed to return to the University at the completion of the suspension period after having satisfied any accompanying conditions.

During a suspension period students will not be allowed to enroll in classes. Suspensions are treated as a time for the student to reflect and gain awareness of areas of growth. Suspension status is monitored by the Associate Dean for Academics. The Associate Dean informs the student when placing them on suspension, explains the terms of the suspension, and notifies the students when they have met the conditions of the suspension.

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

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

Failure to comply with specific return conditions may result in the student's reinstatement will be denied. When the term of the suspension is over and the student has completed any conditions accompanying the suspension, the student must contact the Associate Dean for Academics requesting reinstatement and providing

documentation demonstrating that the student has satisfied the terms of the suspension (if applicable). The Associate Dean for Academics may require a meeting with the student before permitting re-enrollment. The student may re-enroll at the University only after the academic dean's office has made an affirmative decision, notified the student, and released the registration hold on the student's University account. If the suspension is for a period of one semester up to one academic year, the student will return under the same catalog requirements that were in place for their declared degree plan at the time of suspension. If student is inactive in their program for over one academic year, they will need to reapply to the program.

Suspension Appeal

Upon notice of the suspension, students have 10 business days to submit [Suspension Appeal form](#) with any relevant documentation sent directly to the Associate Dean. The Associate Dean reviews the appeal and decides within 10 business days based on the following grounds:

- New information – that was not available in the original appeal
- Discrepancy with current policies – pointing out the inconsistency
- Disproportionate sanction – Excessive to the violation

Should a student wish to contest the Associate Dean's decision, they can submit a secondary appeal in writing to the Dean within 10 business days of receiving the notice from the Associate Dean's office. The Dean reviews the appeal and documentation and responds within 10 business days of receiving the secondary appeal. The Dean's decision is final and binding.

Attendance Policy - School of Social Work

Attendance and participation are essential elements of learning in a professional school such as the School of Social Work, whether the class is in-person, asynchronous, or synchronous. Regular and punctual class attendance, as determined by the instructor, is required in all courses. Absences or tardy attendance, even if all or some of them are "excused," violate this requirement.

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

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

University-Wide Excused Absences

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

- Religious observance
- Short-term military obligations
- Title IX considerations (see Title IX section)
- Jury duty

Audit Course

Permission to audit a course must be obtained from the MSW Program Director and the course instructor. MSW students must complete the form found on the School of Social Work [website](#) and submit it to the MSW Program Director for approval.

To audit a course, the student must (1) complete the audit request form,

(2) receive approval from the program/department offering the course, and (3) submit this form to the MSW Program Director. The completed form must be received by the School of Social Work by the end of the second week of the semester in fall or spring, 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). OBMSW program students are not eligible for the 50% tuition rate. Students will be billed for the full rate and then receive an adjusted statement. To avoid payment fees, students must pay 50% of the full tuition upon receipt of the first bill. The program/department offering a graduate course designates which courses may be open to auditors. Students must follow these guidelines:

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

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

Degree Conferral Timeline

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

Dismissals

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

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

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

Students dismissed due to failure to meet probation requirements or for earning a grade of F have a right to appeal the grade(s) that led to their dismissal within 10 business days of notification.

Students dismissed due to a NP in their internship may appeal the grade that led to dismissal.

Students that have the right to appeal can do so following the process described in the Academic Appeals section.

Students who are dismissed have the right to reapply after a period of one academic year. Students who reapply are not guaranteed readmission. Readmission decisions are based on a review of prior academic and internship performance, the length of the absence, current admission policies, and program or degree requirements.

Dropping and Withdrawing Courses

There is a difference between dropping and withdrawing a course. Dropping a course occurs early in the semester during the add/drop period, so there is no financial responsibility. Dropping a course removes it entirely from your record.

Withdrawing a course may leave a “W” on your transcript without affecting your GPA, depending how late into the semester the withdrawal occurs. Students should be aware that they may incur partial tuition costs by withdrawing a course. Students should refer to the School of Social Work [Academic Calendar](#) which outlines the deadlines for dropping and withdrawing from classes. Students who wish to drop or change sections of a course can do so via LOCUS.

Complete withdrawal from all classes after the start date will result in tuition charges according to the withdrawal schedule available on the Office of the Bursar’s [website](#). Students who are graduating and would like to change their schedule are advised to consult with their Academic Advisor to be sure that they understand the implications of the change.

Most students do not need permission to withdraw from a class or classes during any term. Students that are blocked from dropping a class or classes during an academic term should meet with their Academic Advisor.

Students who stop attending a class but have not officially withdrawn will not earn a grade of “W”. A student in this situation will earn a grade based on coursework completed. This includes students that make the decision to stop attending after the final date to earn a “W”.

The bursar maintains the withdrawal schedule for any tuition credit for a class or classes that a student

withdraws from during any term. This schedule is posted on the Bursar [website](#).

Students contemplating official withdrawal from a class or classes and receiving or expecting to receive financial assistance should consult with the [Office of Student Financial Assistance](#).

Email Communication

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

Grading Policy in the School of Social Work

No students may graduate with less than a 3.0 cumulative GPA for all graduate-level courses taken for credit. As noted in course syllabi, the primary letter grades are assigned using the following criteria.

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

Grade Points Description

A	4.00	Exceptional work: This grade will be assigned to work that shows extensive use of the literature as well as the wide use of concrete examples from practice and careful attention to the use of professional language, good grammar, and sentence structure in written products.
A-	3.67	Outstanding work: This grade demonstrates excellent achievement, indicating a work ethic and mastery of the material that is clearly superior to satisfactory performance.
B+	3.33	High-level performance and a substantial understanding of the course material, demonstrating proficiency in applying learned skills and knowledge.
B	3.00	A solid performance, indicating a strong comprehension of class content showing a combination of accurate use of theory and principles and precise descriptions of practice.
B-	2.67	Student demonstrated good comprehension of the course material but with some areas for improvement.
C+	2.33	Satisfactory performance in a course, demonstrating an acceptable level of understanding of class content.
C	2.00	Student performance is average.
C-	1.67	A level of performance below average indicating unsatisfactory achievement. A grade of C- or lower will require a class to be retaken.
NP	0.00	No progress: Student did not meet internship competencies. In the generalist year, students will have to repeat the class. In the specialized year, students earning a NP grade have failed their internship requirement and are dismissed from the program.
D+	1.33	Less than satisfactory performance that is slightly better than a D but below a C.

D 1.00 Overall performance is poor and less than satisfactory.

F 0.00 Grade represents failure to show competency of class content, low quality work and not earning credit for the class. An F grade will result in dismissal from the program.

Grading for Internships

For MSW students, internship courses are graded Pass (P) or No Pass (NP). Each student's Internship Supervisor recommends a grade and provides additional feedback as needed. School of Social Work internship staff then review the evaluation and enter the final grade.

When a student's performance is considered marginal or problematic, the Loyola Internship Liaison, Internship Supervisor, and student (collectively or individually) hold an initial meeting to discuss the student's performance or evaluation and to help the student use the learning process more effectively. The team continuously supports the student to meet the competencies and preserve their internship. If after this effort the student is still not progressing enough to earn a passing grade, then the School assigns the "NP" grade to reflect that the student is not meeting competencies.

The "No Pass" (NP) designation used for grading internships is the equivalent of a failing ("F") grade.

There is a distinction between failing an internship at the generalist year level and failing the internship at the specialized year level. In the *generalist year* students begin their learning process related to professional practice in social work.

In the *specialized year*, students are learning to be more proficient from a foundation already achieved in the generalist year, resulting in a higher level of accountability and professional responsibility.

Given the developmental nature of the generalist year if a student earns a "No Pass" (NP) grade in the generalist year, they are not dismissed. Instead, they receive another opportunity for growth to restart their internship experience and demonstrate learning. Students in the generalist year who wish to appeal an NP grade can use the Grade Appeal process.

In the specialized year, failure is weighed more heavily. Students in their specialized year still receive opportunities to learn and demonstrate proficiency, but when a student in the specialized year earns a "No Pass" (NP) grade, it means that they have engaged in blatant breach of the NASW Code of Ethics and will be dismissed. This is a very serious concern as it could put vulnerable clients at risk. A non-exhaustive list of examples of these behaviors is below:

- Falsifying employment or client records
- Misrepresenting student training/skills at the internship
- Practicing without guidance or not using evidence-based practices
- Refusal or defiance to follow practice guidance of the site, impacting clients
- Client abandonment
- Deceitful reporting of internship hours

The Associate Dean will send the student a letter by email to inform them of the NP grade. Students that

have the right to appeal their NP grade can do so by following the grade appeal process.

Incomplete Grades

Students are expected to complete coursework by the end of the semester. In the event that certain unplanned circumstances occur, which affect the student's academic performance, an incomplete grade may be considered. Students may not use "I" grades as an opportunity to complete additional work or makeup deficiencies in work already submitted. To qualify for an incomplete grade, students must have completed 75% of the coursework.

The incomplete grade policy also applies to internships. See the internship policy for incomplete grades section.

To request an incomplete grade for coursework, students must first meet with the instructor and have completed 75% of the coursework. 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. Students must submit all requests by the last week of the class.

The incomplete work should be finished according to the schedule approved by the instructor, but no later than 6 weeks into the following term. Once work is submitted and graded, the "I" grade is changed to a final grade in LOCUS. If the deadline for assignments is not met, the instructor will provide a final grade based on any prior, completed work.

Students are allowed multiple incomplete grades for classes pending instructor and Program Director approvals.

Students who are on academic probation are eligible for incomplete grades; however, the unfinished work must be completed prior to the start of the following semester for the student to get back in good standing.

A student that fails to get back into good standing is dismissed from the program.

An "I" grade will not impede a student's ability to enroll in courses the following semester while completing the unfinished work. However, "I" grades do not fulfill prerequisites to enroll in higher-level courses.

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

W Grades (Classes and Internship)

After the last day to drop without a "W", students may withdraw from a class or classes with the grade of "W" based on calendar dates noted for each term on the official university [academic calendar](#).

Most students do not need permission to withdraw from a class or classes during any term. Students who are

blocked by the University from dropping a class or classes during an academic term should contact their Academic Advisor for assistance.

If an Internship site terminates a student's internship due to student misconduct, negligence, or failure to meet minimum professional standards, **the School will assign the student a failing grade (NP') for the course.** Any submitted withdrawal requests under these circumstances will be denied or retroactively overturned.

Since the integrity of the two consecutive semester internship courses must be maintained, withdrawal from the internship course in the first or second semester of internship will be permitted only in unusual circumstances. A withdrawal may require that a student repeat both semesters of the internship course. Students who must withdraw from their internship for a term will receive a "W" for Withdraw and **will need to restart their internship hours.**

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

Students contemplating official withdrawal from a class or classes and receiving or expecting to receive financial assistance should consult with the [Office of Student Financial Assistance](#).

Failing Grade in a Class – F

MSW students receiving a failing grade of "F" in any course are automatically dismissed from the program. The School will send the student a letter by email. Dismissed students who have the right to appeal the grade (see section on Grade Appeal) that led dismissal must do so within 10 business days of notification. Students submit their grade appeal letter to the MSW Program Director.

Financial Aid Implications of Failing Internship or Classes

There are financial aid implications for earning a failing grade in class or internship. A student in such situations must be aware a refund of financial aid is dependent upon the last day that the student attended all classes, whether that is at the internship site or in a class. Students must abide by the academic calendar.

NP (No Pass) Grade

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

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

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

Students in the specialized year who earn NP as their internship grade are dismissed from the program. Students who are eligible can appeal the NP grade that led to dismissal (see Grade Appeal section).

NR - No Record

Loyola assigns the NR notation when a student enrolls in a class but never attends the course or completes any work for it. Students must be aware there are still financial obligations when a class has not been dropped, even if they never attended.

Graduation

Students apply for graduation in LOCUS. They are responsible for adhering to the time frames that are listed on the Registration and Records [website](#) for application (February 1 for the August conferral, August 1 for the December conferral, and December 1 for the May conferral). Students who miss the deadline for the time they are assigned will be required to submit a late graduation application and \$30 late fee. The late application deadlines are February 15th for August conferral, August 15th for December conferral, and December 15th for May conferral.

Health Insurance and Student Wellness Center

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

Loyola automatically enrolls students who meet these criteria in its healthcare plan and bills them accordingly unless they opt out. Students covered under another equivalent plan or who have an individual policy in place must complete a waiver to opt-out of the plan to avoid unwanted charges on their tuition bill. For more information about Loyola's Student Health Insurance Plan (SHIP) and to obtain the waiver, please refer to the Office of the Bursar [website](#).

In the event that a student does not meet the eligibility requirements to be automatically billed by the University for Loyola's Student Health Insurance, but is enrolled in six or more credit hours and would like to purchase coverage, he or she can do so by visiting United Healthcare Student Resources website at www.uhcsr.com/luc.

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

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

[Center Dial A Nurse.](#)

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

Independent Study Courses

Independent study is an optional component of the social work curriculum that a student and faculty member develop. Together with a faculty member, students devise a research/writing/activity appropriate for an independent study.

Independent study is intended to supplement and enrich the curriculum. Independent studies are NOT used to substitute required courses. An independent study course is a course with variable credit and may offer one, two, or three credit hours. To satisfy graduation requirements, students should keep in mind elective courses are 3 credits hours, so any independent study that is intended to fulfill an elective should be 3 credit hours. If a student is interested in taking a course that is less than 3 credits as an independent study, they can discuss that option with their Academic Advisor to ensure there is not a credit deficit towards the total amount required to graduate. 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 6 credits.

A student presents a potential course of study to the chosen full-time faculty member, and the faculty member agrees to sponsor the course of study proposed by the student. The faculty member and student contract together regarding the expectations for the course. A major product is required but will vary depending on the nature of the proposed course agreed upon with the faculty member. For specific information, including timelines, about the independent study process, students should consult with their Academic Advisor. All independent studies must be formally approved by the MSW Program Director.

The Independent Study Form can be found on the forms page of the [School of Social Work website](#). A copy of the completed form with the faculty member's signature, including a written proposal summarizing the final product to be submitted should be given to the MSW Program Director for formal review and approval. Other copies should be kept by the student and instructor.

The MSW Program Director or Academic Advisor will register the student for the course via LOCUS after the above procedure has been completed. Note that students will need to report the number of credit hours requested on the independent study form if it is beyond one credit hour. For registration purposes, SOWK 690 represents the MSW independent study course.

Internships

The School of Social Work designs internship instruction to:

- Enable students to acquire, integrate, and further develop knowledge and skills related to social work practice through a practicum experience.
- Educate on how to use a biopsychosocial spiritual framework to understand and improve the adaptive functioning of individuals, families, and small groups.
- Apply interventions in larger societal systems and developing and managing agency programs and staff.

- Implement a “person in environment” lens and understand that clients are affected by a number of elements that interact in highly complex ways across various system levels.

Within a practice setting, students can put into practice values regarding the inherent dignity of all human beings and the importance of social justice and social responsibility that have traditionally been central, not only to the School of Social Work at Loyola, but to the social work profession itself. For this reason, it is a matter of importance to ensure that Loyola's internship program includes service to a variety of client groups, including people of different ages, genders, races, ethnic backgrounds, socioeconomic levels, and lifestyles, as well as addressing a variety of presenting problems and systems beyond the individual client or family.

In concert with the curriculum, the focus of internships includes outreach, prevention, advocacy, community involvement, program and staff development and management, as well as intervention methodologies with individuals, families, and small groups. Throughout the internship experience, the program emphasizes using the professional helping relationship to provide interventions regardless of the system level.

Internship Goals and Objectives

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

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

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

General Internship Information

Traditional full-time students begin their first-level generalist internship within the first two semesters of starting the program. Online MSW and Online Bilingual MSW students should refer to the internship information in the Online Programs Internship section.

Students are required to start their internship by the drop date for the semester. Students can start their internship up to two weeks prior to the first day of classes. Exceptions to this may be select hospitals, the VA or schools that have an alternative schedule. This will be highlighted in the internship database.

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

If a student meets their required internship hours prior to their end date, students are expected to adhere to the end date listed in their Learning Agreement and internship confirmation form rather than end their internship early. It is important to maintain a commitment to the internship site and clients. This expectation is aligned with CSWE's Competency #1: Demonstrate Ethical and Professional Behavior. Schedule changes are rare and require approval from the Internship Supervisor and the internship site.

Students are responsible for following their academic template to enroll in the correct first-level generalist (SWII 530 and SWII 531) and second-level specialized internship classes (SWII 632 and SWII 633) for their program. The corresponding Social Work Internship Instruction (SWII) courses provide liability insurance to the student and site throughout the duration of the internship.

Students are allowed to do one remote internship only.

Students use our internship database to help identify potential internship sites. Students living in the Chicago area have access to internship options of local agency partners. Online students also have access to the internship database. Online students who are unable to find an agency in the internship database that is in their local community will work with internship staff to secure an internship site.

Simulation Requirements

Internships provide an opportunity for students to apply classroom and knowledge and develop practice skills under the supervision of a more experienced social worker. To further prepare students for practice, the School requires students to participate in simulation experiences throughout the program. Simulation allows students to develop or demonstrate social work skills in scenarios that simulate real practice experiences as closely as possible without the risks of actual practice. Some simulation experiences in the SSW take place in the School's Behavioral Health Simulation Lab in Maguire Hall, often using actors trained to play the role of a client, while others provide computer-based opportunities to interact with video recorded clients and repeat responses to clients until mastery of specific skills is achieved. Information about simulation experiences may come from the Sakai site associated with first or second-level internships, classes in which simulation experiences are embedded, or directly from the simulation program via ssw-simlab@luc.edu.

Levels and Types of Internships

Generalist Internship

The generalist internship focuses on learning professional values and ethical behavior in social work practice. It is intended to be a broad experience to introduce students to the social work profession and a professional social work role.

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

Students are required to complete all 500-level courses except SOWK 506 Research and Evaluation in Social Work Practice before their second-level specialized internship.

Specialized Internship

Students in the specialized year have selected a specialization and track and these selections guide the type of internship site. Each specialization and track focus on a content area that is of interest to the student and is aimed at supporting student learning in a specific area.

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

Please see the [Internship guidelines](#) for additional information about internships by specialization and track.

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

Internship Planning and Specializations for Advanced Standing

Advanced Standing students enter the MSW program during the specialized year of study in which the internship and elective courses support the student's areas of interest and desired expertise. The areas of specialization include Micro Practice and Leadership, Mezzo and Macro Practice (LMMP). The internship is aligned with the student's chosen specialization. Early application to the internship is recommended to ensure that there is an internship setting that supports the student's desired area of specialization. Students in the Advanced Standing program who are also in a dual degree program contact the Assistant Director of Academic Advising for requirements for the dual program.

PLEASE NOTE: School Social Work track internship sites are competitive and are fall-spring only. Some Advanced Standing students who wish to go into the School Social Work track may not be able to secure a School internship site if they apply too close to the start of the academic year as all sites may already be filled.

Employment-Based Internship

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

Traditional MSW and Advanced Standing Program Internships

(OMSW and OBMSW students see the Internship for Online Programs section)

The first step to initiating the process to secure an internship is to complete an internship application. At our school we use an online platform to manage internships and it is through this system that students

apply and get access to listings of sites. Once potential sites are chosen students undergo a process similar to interviewing for a job and both students and internships decide if they are a good fit. You will find internship application instructions on the Loyola internship [website](#).

Previous work experiences, and life experiences in social work cannot waive the internship requirement or be used to count towards internship hours.

Internships can begin up to two weeks before or two weeks after the first day of the semester.

Fall to Spring Internship

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

Spring to Summer Internship

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

Summer Block

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

Internships for Online Programs

The School of Social Work admits students to the Online Bilingual MSW program (OBMSW) and the Online MSW program (OMSW) in the Fall semester and advanced-standing students are admitted in the Spring semester. Students in these programs may complete a Fall to Spring, Spring to summer, or summer block internship. Students that have not secured their internship by the first day of the semester will move to the following academic year.

Students in the Online programs have some flexibility regarding daytime, evening, and weekend hours. Students must identify these opportunities in conjunction with their internship site and must complete internships concurrently with coursework. Note that internships for these online programs are typically done in-person in the student's home state unless the student secures a virtual internship.

Internship Forms and Due Dates

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

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

Internship Evaluation Due Dates:

- **Fall-Spring Internship:** Midterm evaluation due in December on the last day of the semester; Final evaluation due in May on the last day of the semester
- **Spring-Summer Internship:** Midterm evaluation due in May on the last day of the semester; Final evaluation due in August on the last day of the semester
- **Summer Block Internships:** Midterm due in July and final evaluation due on the last day of the semester
- **SWEAP Assessment:** (i.e. an evaluation of student competency achievement): Due within one week after the final evaluation is submitted. Students are required to complete the SWEAP assessment tool upon completion of their internship to receive a final grade in the course. The generalist year assessment is done at the end of SWII 531. The specialized year assessment is done at the end of the SWII 633. The instrument will be emailed to students from the SSW internship database. Failure to comply with all internship requirements which include SWEAP, will result in an incomplete grade.
- **Student Self-Evaluation:** Due within one month after the SWEAP assessment is submitted

Roles and Responsibilities of Student Interns

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

The student accepts an internship role as an adult learner while being supervised by an internship supervisor at the internship site.

Internship experiences integrate classroom theory and direct practice. Part of this experience is developing, practicing, and integrating the nine CSWE core competencies included in the Learning Agreement.

The Learning Agreement, as well as the midyear evaluation and final evaluation, can be found in the “3 in 1 form” in the internship database. The [Learning Agreement](#) is assigned to the student at the beginning of the semester.

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

Professional and Ethical Expectations

- Students must abide by the [NASW Code of Ethics](#) throughout their academic career at Loyola University, both in the classroom and at their internships.
- Students should communicate often with their Internship Supervisors to obtain maximum benefit from the student-instructor relationship. It is appropriate for students to look to Internship Supervisors for supervision and for help developing the knowledge, skills, values, and techniques relevant to the practice of social work.

- Students are responsible for communicating their educational needs and interests to Internship Supervisors. This includes requesting more extensive learning opportunities, as well as expressing interest in being involved in other services or programs offered by the internship site.
- Students are responsible for discussing with Internship Supervisors and/or Loyola Internship Liaisons any areas of disagreement, dissatisfaction, or confusion with respect to any part of the internship learning experience. It must be emphasized that if a student is having problems or struggling during an internship, it is the student's responsibility to communicate such information promptly and thoroughly to the Internship Supervisor and/or the Loyola Internship Liaison so the student's needs may be addressed in the internship's early stages. Additionally, if a student is asked to do something during an internship that feels unsafe or uncomfortable or that is prohibited by this manual or another LUC policy, the student should immediately inform the Loyola Internship Liaison or Internship Coordinator.
- Information shared by the student and the Internship Supervisor and/ or Loyola Internship Liaison is not considered confidential as it is considered part of overall internship education. (Client specific information is considered confidential).
- Students are not permitted to use personal phones or other communication devices during internship hours except for emergencies or safety concerns. Any personal device used during internship hours should be discussed and approved by an Internship Supervisor.
- Students may have access to computers and confidential information at an internship site. Students must follow the agency policy on the use of their computers and follow internship site policies related to confidential information and records.
- Students must maintain professionalism at their internship site. Inappropriate online comments or photos may be considered a breach of ethics and could result in dismissal from the program.
- Students must dress appropriately during internships. Standards of dress are determined by the internship site. Internship is the component of the curriculum that is considered the signature pedagogy of social work education. Students need to demonstrate not only classroom-based knowledge but an ability to integrate theoretical knowledge into practice. Internships provide a learning environment in real-world social work settings while receiving guidance and supervision.

Preparation for Internships

Internship Resume and Cover Letter

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

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

[Services site](#)).

Travel to Internship

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

Internship Site Requirements

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

Students with Disabilities at Internships

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

Class and Internship Scheduling Conflicts

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

Attendance at Internship

- Attendance at the internship is critical to the success of the student. Unless other arrangements are made, a student should follow the agreed-upon work schedule. Note that lunch hours and breaks do not count towards internship hours.
- An average scheduled internship day typically is seven to eight hours, excluding the lunch hour, and is based on the schedule of the student's internship site. Some sites require students to make a school year or

full-year internship commitment from August-August. If students accept an internship with this type of schedule, they are required to honor that commitment through the end of the internship.

- The internship experience is intended to prepare students for a professional role. Just as it would be expected at a place of employment that time off is requested in advance, it is the student's responsibility to inform their Internship Supervisor about illnesses, medical needs, and personal matters which may affect the student's attendance or performance and to work with the Internship Supervisor to adjust their schedule or arrange make-up hours. Students are expected to discuss any implications of religious holidays on their internship schedule. If students observe religious holidays, they must request time off from their supervisor for these holidays in advance. Students are expected to make up these holiday hours.
- Internship staff address inconsistent attendance through an internal process called a Supportive Learning Plan to remedy and strengthen the likelihood of success. Continued issues following a Supportive Learning plan could result in being terminated from the internship.

Internship Timesheets and Hours Documentation

- Timely submission and approval of internship hours are essential. Students are responsible for submitting their internship hours on an ongoing basis throughout the internship. Hours must be submitted in the internship database and approved by the Internship Supervisor during the internship period. Hours that are not submitted or approved before the internship concludes may not be counted toward the required internship hours. Students are responsible for ensuring that all hours have been reviewed and approved before the end of the internship.
- Internship hours must consist of approved educational and training activities provided by the internship site and should align with the student's learning objectives. Weekly internship hours must also include a minimum of one hour of scheduled supervision with the assigned Internship Supervisor or Task Supervisor.

Requesting Time Off

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

Supervision, Feedback, and Evaluations

- Students should have one hour of weekly supervision with their assigned Internship Supervisor. Some agencies may offer group supervision in addition to individual supervision. The school may also approve alternative supervision arrangements or options. Students have the responsibility to attend supervision meetings with Internship Supervisors and to prepare for these meetings. Students are expected to maintain

their scheduled meeting times and should communicate directly with their supervisor if they must miss an appointed supervision. Students should take the initiative to follow up with Internship Supervisors to reschedule if supervision meetings are canceled.

- Students are responsible for ensuring that their assigned Internship Supervisor has access to evaluation links and other required forms. Students should meet with their Internship Supervisor to review and discuss both the midterm and final evaluations. Evaluating the students' performance in the internship should be a joint process between the student and the Internship Supervisor.
- Students should evaluate their learning experience, performance, and professional development with their Internship Supervisor and Loyola Internship Liaison throughout the internship experience.

Social Work Internship Instruction (SWII) Class

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

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

In the MSW program, internship instruction classes are located under the prefix "SWII" in LOCUS.

If for any reason, a student needs to withdraw from their internship, the student must obtain formal approval from their Internship Liaison and the Internship Coordinator prior to leaving the agency. It should be noted that the disruption of an internship can lead to a non-passing grade which can result in dismissal from this program. Students that are approved to change their internship and have not completed a mid-year or final year evaluation will not retain their hours. Please see the [Internship Guidelines document](#) for more information.

Internship Requirements

Internship Course Enrollment

Students must enroll in an internship course for each semester that they participate in an internship. MSW students are required to complete four semesters of internship courses in order to graduate. Advanced Standing students are required to complete two semesters of internship courses in order to graduate. Students must enroll in the internship course before the first day of the internship. Failure to enroll in the internship course will directly affect the start date of the student's internship. Please note that the internship course provides liability insurance through the duration of the internship. Students should review their [academic template](#) to guide which SWII classes they should enroll.

Securing an Internship Site

Students are required to complete their internship hours during the 16-week semester. Internships must be secured by the first week of the start of the semester. Students that are not able to secure an internship by then will not be able to start their internship until the following semester in their program.

Incomplete Grades for Internship

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

Students will receive an incomplete grade in internship if they have not completed their internship documentation prior to the end of the semester. This includes Internship Supervisor approval of internship hours, completion of the mid-year or final-year evaluation and the SWEAP assessment (for SWII 531 and SWII 633). If there is a need for additional time to complete internship hours, students must first speak with their Internship Supervisor to determine a plan for completion. It is the student's responsibility to inform their Liaison of this plan.

Learning Agreement

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

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

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

Evaluations

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

The Internship Supervisor will initiate both the midterm and final evaluations in the internship database (these evaluations are part of the "3 in 1" form). The Internship Supervisor and the student should meet to discuss the

evaluation and the student's progress toward learning goals and objectives, which are defined by the nine CSWE competencies. The midterm evaluation should help the student identify where they can grow and enhance their practice, so that they can use the second half of the internship to integrate the Internship Supervisor's feedback and improve their skills. The student and the Internship Supervisor should review the evaluation before the Internship Supervisor enters it online.

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

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

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

If a student's evaluation raises concerns, the Internship Supervisor will work with the Loyola Internship Liaison to develop a written Supportive Learning Plan and upload it to the internship database. This plan will include specific information about the necessary behavioral changes and a time period within which the problems noted will be addressed and rectified.

The Supportive Learning Plan template is available on the Loyola School of Social Work's forms and handbooks [page](#).

Student Self-Evaluations

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

Program Evaluation Using SWEAP (Social Work Education Assessment Project)

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

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

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

Students are required to complete the SWEAP assessment tool upon completion of their internship to receive a final grade in the course. The generalist year assessment is done at the end of SWII 531. The specialized year assessment is done at the end of the SWII 633. The instrument will be emailed to students from the SSW internship database. Failure to comply with all internship requirements which include SWEAP, will result in an incomplete grade.

Procedures for Resolving Conflicts in Internships

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

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

Termination of Internship Policy

If a student is asked to leave their internship or chooses to end the internship before completing the required hours, the situation is considered serious and will be reviewed by the Internship Team. The Internship Coordinator, Loyola Internship Liaison, and Director of Internships will work collaboratively with the student and the Internship Supervisor to determine whether the internship can be preserved and to maximize the educational value of the experience whenever possible.

If an internship site terminates a student's placement, the Internship Coordinator will meet with the student to review the circumstances and discuss next steps. The Director of Internships will also be consulted as part of the review process. Based on the specific circumstances, the Internship Team may take one or more of the following actions:

- The student may be approved to secure a new internship through the School's internship database.
 - The student's internship may be deferred to a future semester.
 - The Director of Internships will review the circumstances surrounding the termination and determine the student's final grade for the internship course. If the student receives a grade of No Pass (NP), it may affect the student's academic standing and eligibility to continue in the academic program.

Self termination: A student who self-terminates an internship without approval of the Internship Team or is terminated by an agency will receive a No Pass (NP) in their SWII course which will trigger the NP policy described in the Grading section.

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

The Internship Team will determine if a Professional Transition Plan (PTP) is necessary.

Description of Required Meetings and Documents

- **Professional Improvement Plan (PIP):** The student meets with members of the Internship Team to review the circumstances related to the student's termination. A Professional Learning Plan will be assigned during this meeting.
- **Professional Learning Plan (PLP):** A document based on the Social Work Competencies; the details of the assignment will be specific to the student's termination situation.
- **Professional Transition Plan (PTP):** The student meets with members of the SSW administration to discuss the student's challenges in the internship and to review the student's next steps related to the MSW program, utilizing a strengths-based approach.

Leave of Absence

A leave of absence is intended for students who wish to temporarily discontinue their graduate studies due to special circumstances (e.g., medical or personal reasons). A leave of absence means discontinuing all coursework and/or internship if applicable. Students who would like to request a leave of absence must submit their leave of absence request form by the deadline to drop classes per the academic calendar. Students are responsible for dropping their courses if they are enrolled for the term in which they have requested a leave of

absence. Students are also responsible for informing their internship site and Internship Coordinator if their leave of absence is approved.

Students may take multiple leaves of absence that total no more than one full academic year (Fall/Spring/Summer), which does not need to be consecutive. If a student does not return from a leave of absence after a year, their program will be discontinued.

Please note return to internship is reviewed on a case-by-case basis. Students may be able to resume their internship, or may need to find a new internship site. If a student needs to begin a new internship, they will be required to restart their internship hours.

Please see below for the process to request a personal or medical leave of absence.

Personal Leave of Absence

A student requesting a leave of absence must complete the personal 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.

Once the request has been processed, the Academic Advisor sends a confirmation email to specify the dates of the leave, as well as to indicate any additional steps, if applicable. Once registration is open, the student can enroll in classes for the term selected to return.

Medical Leave of Absence

If a student is unable to complete coursework due to medical reasons, the student may request a medical leave of absence. A student requesting a leave of absence must complete the medical leave of absence form located on the SSW [website](#). Medical leave, whether requested for mental health or physical health reasons, must be supported by appropriate documentation from a licensed care provider. The student must submit this documentation to the MSW Program Director, who will review it in confidence and make a recommendation to the SSW Associate Dean, who approves the leave.

Students seeking to return from a medical leave are encouraged to contact the MSW Program Director as soon as possible, but no later June 1st to return in the fall semester, October 15th for Spring semester, and by March 15th for summer semester.

The School of Social Work reserves the right to impose the following two conditions in order to return from medical leave. Students must submit documentation from their healthcare provider and it must include an independent evaluation of the student's condition that affirms that the student's health issue is sufficiently resolved or managed to resume a demanding academic program, including internship.

The MSW Program Director will review the documentation in concert with the SSW Associate Dean to determine the student's eligibility to return.

Military Service

Students who have been called into the U.S. Armed Services and who need to withdraw from the university before the end of the withdrawal period will receive a refund of all tuition and fees paid for the period in

question but no academic credit will be given. If they withdraw after the end of the withdrawal period, they will receive full academic credit for the semester with grades as of the date of withdrawal but no refund of tuition.

Non-Discrimination Policy

Loyola University Chicago admits students without regard to their race, color, religion, sex, age, sexual orientation, gender identity, national or ethnic origin, ancestry, disability, marital status, parental status, military/ veteran status, or any other characteristic protected by the applicable law to all the rights, privileges, programs, and other activities generally accorded or made available to students at the school. Loyola University Chicago does not discriminate on the basis of race, color, religion, sex, age, sexual orientation, gender identity, national or ethnic origin, ancestry, disability, marital status, parental status, military/veteran status, or any other characteristic protected by applicable law in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs, or in any aspects of its employment of faculty and staff.

Override Policy for Closed Classes

Once a course has reached capacity, it will close. Instructors cannot authorize overrides into full courses. On rare occasions, Academic Advisors can override a student in a closed/full class only under the following conditions:

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

Override Policy for Classes with Enrollment Restrictions

Enrollment restrictions for Online MSW (OMSW) and the Online Bilingual MSW (OBMSW) classes are firm. Only students who were not admitted to those programs can enroll in those sections.

Registration for Courses

Students self-register in LOCUS, the University faculty and staff do not register students for any courses or internships. The following [link](#) outlines the process: The University assigns enrollment times based on completed LUC credit hours earned two weeks before registration. Students click the enrollment dates in LOCUS to view their enrollment appointment. Students are encouraged to put courses in their shopping cart prior to their enrollment appointment to make the enrollment process faster on registration day.

Registration Blocks

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

Students are responsible for reviewing their "Hold" status in LOCUS to ensure that they do not have outstanding tasks that would create registration holds. Students can see holds on their account by clicking on their hold in LOCUS to view the details. Students should follow up with their Academic Advisor with

any questions regarding registration blocks.

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

RISE is an internal, collaborative, student-centered staff group within the School of Social Work dedicated to fostering student success and professional growth through early connection, proactive engagement, and support. Referrals to the RISE group are made by faculty and/or School of Social Work Student Affairs staff.

Assistance can include referrals to university resources such as but not limited to the Wellness Center, Tutoring/Writing Center, or the university Dean of Students office. The group will meet as needed to discuss students that have been referred as needing additional outreach or follow-up.

Services for Students with Disabilities

The Student Accessibility Center (SAC) supports and empowers Loyola University Chicago students with disabilities. Students with documented disabilities are encouraged to register with the [SAC office](#) to receive support and accommodations (academic, meal plan, or housing) during their time at LUC. All requests for accommodations are determined on an individual case-by-case basis by an accessibility specialist.

Student accommodations are formalized via a letter from the SAC office. All registered SAC students must activate their accommodations each semester by submitting a semester request via Accommodate. After students submit the request, Accommodate will send a copy of the academic accommodation letter directly to the instructor. Some accommodations will require additional forms or action on the student's part. Please see the information provided in the accommodation letter for details or contact SAC@luc.edu.

Students can register with the SAC at any point during their academic career, but it is strongly recommended that this process begin as early as possible, as accommodations are not retroactive.

The SAC is committed to maintaining the confidentiality of students with disabilities.

The SAC Office serves students with a variety of disabilities, including but not limited to: learning disabilities, attention-deficit/hyperactivity disorder, chronic health impairments, or psychological disabilities. If you are not sure about your eligibility for services, have concerns with

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

Shuttle Bus and Ventra U-Pass

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

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

Distribution: The Ventra U-Pass is distributed during the first week of classes. Students should check the

University's Ventra U-Pass [website](#) for specific dates and times.

Student eligibility: All full-time graduate students enrolled for 6 or more credit hours at the Water Tower and Lake Shore Campuses are eligible for the Ventra U-Pass (summer term is 1 or more graduate credit hours). 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.

Student Professional Practice (SPP) Policy

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

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

As an accredited program by the Council on Social Work Education (CSWE), the MSW program adheres to the core values of the profession: service, social justice, dignity and worth of the person, the importance of human relationships, integrity, and competence.

The nine core competencies below are defined by the Council on Social Work Education (CSWE). They are measurable learning outcomes that blend knowledge, values, skills, and cognitive/affective processes to prepare students for social work practice. These values are reflected in the nine key areas of performance and behavior that students must meet for promotion and graduation:

CSWE Educational Policies and Accreditation Standards

Competency 1: Demonstrate Ethical and Professional Behavior,

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

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

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

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

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

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

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

Competency 9: Engage in Policy Practice

The MSW program also recognizes and follows the values of Jesuit pedagogy. Jesuit pedagogy emphasizes the development of the whole person (*cura personalis*)—mind, body, and spirit—and is rooted in values such as reflection, critical thinking, service, and social justice. In social work education, these principles align closely with the profession's core mission to promote human dignity, equity, and the well-being of marginalized populations. Jesuit education challenges students to engage deeply with complex social issues, reflect on

their own values and experiences, and commit to ethical and compassionate service. At Loyola University Chicago's School of Social Work, this integration of Jesuit values and social work education fosters a learning environment that prepares students to become reflective, competent, and socially responsible practitioners.

Core Ethical Expectations for Social Work Students at Loyola University Chicago

Grounding Frameworks:

- **NASW [Code of Ethics](#):** The set of standards that guide the professional conduct of social workers.
- **Loyola University Chicago [Community Standards](#):** Rules and responsibilities expected of all students.
- **School of Social Work's Standards of Professional Behaviors:** Specific expectations within the MSW program (see below).

School of Social Work's Standards of Professional Behaviors:

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

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

1. Professional Conduct & Communication

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

2. Academic & Professional Integrity

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

3. Reliability & Responsibility

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

4. Respectful Collaboration

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

5. Zero Tolerance for Abuse or Harassment

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

6. Client-Centered Ethical Practice

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

7. Respect for Clients' Families and Care Teams

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

8. Representation of the Profession

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

9. Use of Technology in Social Work Practice

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

Failure to Adhere to Policy

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

Faculty and Staff may consult with the MSW Program Director if they suspect a violation of ethical or professional standards. If warranted, the faculty member reports the concern and submits supporting documentation to the MSW Program Director.

The Student Professional Practice Committee (SPP), consists of faculty and staff, who review concerns and determine outcomes.

Disciplinary Process

Within 10 business days, the MSW Program Director will provide the student with a notice of misconduct, including information about the concern and procedures to follow. If the student would like to appeal, they must do so in writing within 10 business days (see the Misconduct Appeals section).

The MSW Program Director compiles a report summarizing the concern and all materials for SPP committee review, shared 5 business days prior to the meeting.

The SPP committee may request additional documentation or invite the referring faculty member to attend.

Student Professional Practice Committee Meeting and Outcomes

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

1. Continue in program with no conditions
2. Warning or reprimand
3. Continue in the program with conditions (e.g., written reflections, research tasks)
4. Further sanctions for non-compliance with conditions, including:
 - Withdrawal from internship/co-requisite courses (as relevant, documentation from a medical provider to return)
 - Academic probation with terms
 - Leave of Absence (recommended only)
 - Suspension from MSW program (as relevant, documentation from a medical provider to return)
 - Dismissal

The committee documents and reviews meeting minutes. The MSW Program Director will issue a written outcome letter to the student within 10 business days, including appeal information. (see Misconduct appeal section for more information).

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

Time Limit for Completion of Degree

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. Time during an approved leave of absence does not count toward the program time limit requirements. To review the policy for taking a leave of absence (LOA), please see the LOA section.

MSW students who need longer than **four** years to complete the program must submit a request for Exception Policy form (except for dual degree students – see below). The form is available on the School of Social Work [website](#) and must be submitted to the MSW Program Director. 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 to complete their degree because of the special nature of their programs. Students in dual degree programs who take more than five years must submit 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.

At Loyola University Chicago, credits completed in the School of Social Work for the MSW program are valid for 6 years. Students who are readmitted after an absence of more than 6 years, will need to re-take coursework to meet current degree requirements.

Title IX Disclosure and Rights

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

The University's Title IX policies are published within the Comprehensive Policy and Procedures for

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

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

Inquiries or reports may be made externally to:

Office for Civil Rights (OCR)

U.S. Department of Education
400 Maryland Ave., SW, Washington, DC 20202-1100 (800) 421-3481
TDD (877) 521-2172
OCR@ed.gov
www.ed.gov/ocr (<http://www.ed.gov/ocr/>)

OCR Chicago Office

U.S. Department of Education Citigroup Center
500 W. Madison St., Suite 1475, Chicago, IL 60661-4544
(312) 730-1560
OCR.Chicago@ed.gov

Equal Employment Opportunity Commission (EEOC)

Chicago District Office
JCK Federal Building, 230 S. Dearborn St., Chicago, IL 60604 (800) 669-4000
ASL Video Phone: (844) 234-5122
www.eeoc.gov (<http://www.eeoc.gov/>)

Transfer Credit

Who Can Get Credit?

- Students can apply for transfer credit for Social Work courses from a CSWE-accredited program.
- Advanced Standing students can apply for transfer credit for graduate level courses they have successfully completed aside from the generalist level courses for which they already receive credit for when they are admitted as 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?

- Students can obtain credit for social work courses from a CSWE-accredited program.
- Students can obtain credit for non-social work courses in another discipline if those courses did not count toward their degree (they were electives) and the courses are related to social work. The courses will count as electives in our social work program.
- Students can obtain credit for internship if their internship was comparable to our requirements in terms of internship hours and supervision.

Other Restrictions

- A grade of B or higher is required in the course to receive transfer credit. For internship students must have obtained a grade of a B or higher or a grade of pass.
- Courses at community colleges do not count as those are not CSWE-accredited programs.
- Credits awarded for non-social work courses in another discipline (electives) are limited to 6 credit hours.
- Courses must be completed no more than six years prior to admission.
- The School of Social Work does not grant transfer credit for work or life experience.

How and When to Seek Credit

- Newly admitted students should apply for transfer credit as soon as possible upon admission and should request transfer credit no later than the beginning of their first semester to ensure they are registered for the correct courses.
- Students must submit a transcript (unofficial) and the syllabus for each course for which they are requesting transfer credit.
- Students seeking credit for internship must submit a transcript (unofficial), the internship evaluations, and syllabi for the internship courses.
- Students submit their transfer credit requests electronically to MSWtransfercredit@luc.edu.
- The review process can take up to 10 business days. An email will be sent to students' Loyola email address informing them of the outcome.

University Support Services for Students

Writing Center

Students are expected to demonstrate good writing skills both in classes and internship settings. They are also expected to demonstrate a working knowledge of the current American Psychological Association (APA) referencing format. The ability to express oneself clearly and concisely in written form is considered by Loyola to be an essential attribute because social workers are continually called upon to prepare written case summaries, psychosocial assessments, and other documents that convey information about clients. The School of Social Work does not expect students to write for publication; however, a high level of proficiency is expected and will serve students well in future career endeavors. Extensive use of direct quotations from outside sources, even if they are properly cited, does NOT constitute good writing at the graduate level.

If students need assistance in improving their writing skills, they can refer to the [Writing Center website](#) for information about the location and hours of the Writing Center.

University Libraries

The libraries at Loyola provide materials to assist students with studies and research, as well as a space for quiet study. Lewis Library has a broad collection of publications and materials to support the social work program. Students can access resources from all University libraries. Students may request that libraries deliver materials from other campuses 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 must present their Loyola University Chicago ID cards when entering the libraries. The student ID is

also required to check out books. Students will need their Universal ID login name and password to access online library resources.

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

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

Withdrawal from the School

When students decide to withdraw from the school, they are responsible for dropping/withdrawing their courses in LOCUS and informing their academic advisor of this decision. A student is considered to be in attendance until such notice has been received by the academic advisor and appropriate steps have been taken by the student to completely withdraw themselves from a term. A student in such situations must be aware a refund of financial aid is dependent upon the last day that the student attended all classes, whether that is at the internship site or in a class. The last date of class activity is the date utilized for both a withdrawal ("W") grade or an emergency withdrawal ("WE") grade, based on the Office of the Bursar's [withdrawal refund calendar](#).

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

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 are some of the potential issues that may be related to withdrawal from the MSW program. Students who withdraw and are readmitted are held to the school's six-year time limit policy.

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

Complete Emergency Withdrawal

Students facing a significant emergency circumstance that prevents them from continuing in or completing an academic term may submit an [Change to Academic Record Form](#) to their Academic Advisor. All requests must be supported by appropriate documentation.

Requests for complete emergency term withdrawals are considered after the last day to drop a course or courses without a grade of “W.” Complete emergency term withdrawals constitute a withdrawal from all classes that are in progress at the time of the request and may result in final grades of “WE” in all classes in progress for the given academic term. For more information, please see the complete [university policy](#).